

DEVELOPMENT AND EVALUATION OF PRE-SERVICE TRAINING METHODS FOR
ANIMAL SHELTER VOLUNTEERS

By
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Veronica J. Howard

Submitted to the graduate degree program in the Department of Applied Behavioral Science and the
Graduate Faculty of the University of Kansas in partial fulfillment of the requirements for the degree
of Doctor of Philosophy.

Chairperson Florence D. DiGennaro Reed, Ph.D., BCBA-D

Heather Getha-Taylor, Ph.D.

L. Keith Miller, Ph.D.

Pamela Neidert, Ph.D., BCBA-D

Derek Reed, Ph.D., BCBA-D

Date Defended: July 15, 2013

The Dissertation Committee for Veronica J. Howard
certifies that this is the approved version of the following dissertation:

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Florence D. DiGennaro Reed, Ph.D., BCBA-D

Date approved: July 15, 2013

Abstract

The current studies aim to develop a cost-effective pre-service training package for animal shelter volunteers. Study 1 compared the cost and effectiveness of three training package variations on student volunteer integrity of a dog walking and enrichment protocol (DWEPP) using a between groups design. One group ($n = 5$) received traditional shelter training, consisting of an information session with verbal and written instructions and hands-on training with in-vivo modeling. Another group ($n = 8$) received video-based training, including an instructional video, written instructions, and study guide. The third group ($n = 11$) received a blend of these two training methods (hybrid training), beginning with the brief verbal and written instructions and finishing with video-based instruction. Participants who received traditional training performed only half of all DWEPP steps correctly ($M = 49.9\%$ integrity). Participants who received the hybrid training performed the task with a mean of 69.2% integrity, and participants who received the video training performed the task with the highest average integrity ($M = 72.3\%$). Video-based training was more effective than traditional training at teaching participants to implement the dog walking protocol correctly.

Study 2 aimed to address the methodological limitations and systematically replicate the findings of Study 1 with shelter volunteers. During the shelter's typical training, volunteers implemented just over half of all DWEPP steps correctly ($M = 55.2\%$). DWEPP integrity improved when participants completed a video-based self-training package ($M = 75.3\%$), but did not reach the pre-established mastery criterion of 85% fidelity with zero safety errors. Integrity ($M = 90.6\%$) improved during coaching, which consisted of modeling and positive and corrective feedback. Criterion performance was demonstrated by two of three participants. Though creation of the video-based training package used in the study required substantial initial investment (approximately 13.25 hours longer than preparation for the live training), traditional training required between 30 and 50 minutes with a shelter staff member with wide variability and safety of content observed. When used

in place of training-as-usual, the video training package would yield returns for the organization in as few as 13 volunteer training sessions (approximately one month in the animal shelter).

Keywords: volunteer training, video model, video-based self-instruction, treatment integrity, animal shelter

Acknowledgements

It is my pleasure to thank everyone who helped make this study possible.

To Sean Savage and Dr. Kristyn Ectherling-Savage for inspiring me to pursue something just a little bit different.

To the KU Performance Management lab – Jason Hirst, Amy Henley, Jessica Doucette, and Sarah Jenkins – who have patiently listened to and provided feedback on all of my odd shelter projects. Thanks also to Sarah for providing her time for IOA and Jonathan Miller for always asking the tough questions for which I don't have an easy answer.

To my committee – Dr. L. Keith Miller, Dr. Derek Reed, Dr. Pam Neidert, and Dr. Heather Getha-Taylor – for offering kind comments, challenging questions, and helpful suggestions to produce a better project. Special thanks to Dr. L Keith Miller for seeing something special in me and agreeing to be my advisor all those years ago.

To the students and volunteers who participated in research. Special thanks to Bascom, Imelda, and Teddy who contributed their time selflessly and agreed to participate, even when it was uncomfortable and when you were scared.

To Dylan, who provided so much support in these last two years. You were (sometimes) patient with me when I didn't deserve it, kind when my behavior didn't warrant it, and quiet on days when I needed to sleep like a dead thing.

I extend my deepest gratitude to the Lawrence Humane Society who has allowed an odd behavior analyst to bumble around in their midst for almost five years. I have been given the opportunity to see sides of the animal shelter that most people never see.

Saving the best for last, I wish to extend my dearest appreciation to my advisor, Dr. Florence DiGennaro Reed for taking me on as a student and providing the skills necessary to become a better teacher, researcher, and behavior analyst. You have always believed in the quality of my work and have been available whenever I needed support. I cannot imagine better mentor and hope that someday I may become even half the woman, teacher, and researcher that you are.

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Development and Evaluation of Pre-Service Training Methods for Animal Shelter Volunteers

Research suggests that, under many conditions, client gains are a direct function of how well staff implement an intervention (Fryling, Wallace & Yassine, 2012). For many clients, interventions delivered with poor quality will result in wasted treatment time and resources, and may lead their treatment teams to adopt unnecessarily restrictive behavioral and pharmacological interventions that would not have been necessary had the intervention been correctly applied. Given the potential consequences of poor intervention use, some authors have even argued that such conditions are unnecessarily restrictive (van Houten et al., 1998) and professionally unethical (Stein 1975, Behavior Analyst Certification Board, 2012). To that end, procedures must be used correctly and as intended to ensure the best client gains possible.

To meet this goal, studies in the field of Organizational Behavior Management have identified a variety of effective methods to improve staff implementation procedures. Behavioral Skills Training (BST) is a common training preparation that has been demonstrated to effectively train correct implementation of job tasks and behavioral procedures with direct service and paraprofessional staff working in a variety of settings and with a large assortment of human clients (Parsons, Reid, & Green, 1993; Rosales, Stone, & Rehfeldt, 2009; Sarokoff & Sturmey, 2004). Traditional BST, though effective at improving staff performance, is time- and resource-intensive given a reliance on live, face-to-face training modalities with repeated observation, rehearsal, and feedback. As a result, traditional BST may be too expensive for agencies with limited training resources. Emerging research has begun to explore ways to improve the resource-effectiveness of BST, including the use of technology such as video models and video-based self-instruction to reduce the required direct training time for staff (Graff & Karsten, 2012; Macurik, O’Kane, Malanga, & Reid, 2008; O’Toole & McConkey, 1995).

The need for cost-effective staff training is apparent in the field of volunteer training. The majority of staff training interventions have targeted the performance of paid employees, with the

work behavior of unpaid staff (i.e., volunteers) the primary dependent variable in only a handful of experimental studies. This is troubling given that volunteers are a substantial portion of the American workforce and a vital component of non-profit and charitable organizations (Blackwood, Wing, & Pollack, 2008). These organizations stand to benefit greatly from the contributions of volunteers (Brudney, 1999; Vinton, 2012), yet may be unable to effectively train and support those volunteers given limited resources. An overall lack of empirically supported training and support practices for volunteers exacerbates this issue. An important area of study is identification of effective and resource-efficient methods of volunteer training to assist these organizations in meeting their charitable missions.

Low-cost, effective volunteer training could be especially advantageous in nonprofit animal shelters. Volunteers are often tasked with implementing enrichment programs – environmental alterations designed to improve the welfare of sheltered animals. In-shelter dog training is the most effective form of enrichment (Menor-Campos, Molleda-Carbonell, & López-Rodriguez, 2011; Wells, 2004); however, in-shelter dog training is costly and time intensive. Not only must staff or volunteers receive training to implement the enrichment procedure with sheltered dogs, they must also use valuable time to implement one-on-one training with dogs. As a result, in-shelter dog training is a luxury item that many shelters cannot afford (Segurson, 2009). Complicating the situation is a lack of empirical best practices for improving the work behavior of animal shelter staff and volunteers. To that end, this study aims to develop an effective, low-cost pre-service training package to teach shelter volunteers to provide basic shelter enrichment.

Treatment Integrity

Treatment integrity is the degree to which a treatment is implemented as intended (Yeaton & Sechrest, 1981). This simple definition may not capture the full scope and magnitude of dimensions along which errors in treatment may occur, including content (what intervention steps were delivered), quality (how well the intervention steps were delivered), quantity (how much of the

intervention was provided), and process (how well the intervention was delivered). Sanetti and Kratochwill (2009) cite many current proposed definitions of treatment integrity (e.g., Dane & Schneider, 1998; Noell, 2008; Power et al., 2005; Jones, Clarke, & Power, 2008; Waltz, Addis, Koerner, & Jacobson, 1993) and the field has yet to reach agreement on a comprehensive definition of treatment integrity.

Sanetti and Kratochwill offer the literature a definition of treatment integrity that highlights essential components of treatment integrity and the behaviors that comprise it: “Treatment integrity is the extent to which essential intervention components are *delivered in a comprehensive and consistent manner* by an interventionist *trained* to deliver the intervention” (p. 448, emphasis added). This definition is valuable for two reasons. First, the definition emphasizes the important role of an intervention agent in comprehensive and consistent intervention delivery. Second, and perhaps more importantly, there is emphasis placed on the provision of training to foster high quality intervention implementation.

Behavioral interventions are more likely to be effective if they are implemented as intended. Experimental research has linked poor treatment integrity to sub-optimal client outcomes in three step prompting procedures with typically developing children (e.g., Wilder, Atwell, & Wine, 2006), time-out interventions with toddlers (Rhymer, Evans-Hampton McCurdy, & Watson 2002), and discrete trial training with children with autism (DiGennaro Reed, Reed, Baez, & Maguire, 2011). Errors in integrity may have lasting effects on the behavior of the client, even after errors in integrity have been corrected (Hirst, DiGennaro Reed, & Reed, 2013). However, integrity errors following conditions of perfect integrity may not be as detrimental to the performance of the client (Stephenson and Hanley, 2010; Vollmer, Roane, Ringdahl, & Marcus, 1999; St. Peter Pipkin, Vollmer, & Sloman, 2010), provided that schedules maintaining appropriate behavior are richer than schedules of reinforcement for inappropriate behavior, consistent with Herrnstein’s matching law (1961). Taken together, these results suggest that integrity is important, particularly in the early stages of an

intervention, and treatment integrity errors may be less detrimental if they are preceded by a history of high integrity treatment **and** accompanied with contingencies of reinforcement favoring the targeted behavioral outcome.

In recent decades, a number of studies have closely examined the behavior of the interventionists. Some studies have added training (e.g., Noell, Duhon, Gatti, & Connell, 2002) or support in the form of meeting with consultants (e.g., Noell, et al., 2005) or feedback (e.g., Coddling, Feinberg, Dunn, & Pace, 2005; Rodriguez, Loman, & Horner, 2009) to produce high integrity performance. Related studies have also evaluated the effects of the interventionists' integrity on the behavior of the clients they serve (e.g., Wood, Umbreit, Liaupsin, & Gresham, 2007).

In a study examining the relationship between training procedures and interventionist treatment integrity, DiGennaro Reed, Coddling, Catania, and Maguire (2010) used a multiple baseline across teachers design to demonstrate that written instructions were ineffective at producing high integrity of a clinical treatment plan for children with disabilities. The addition of a video model produced substantial improvement in performance, but individualized feedback was necessary to improve the performance of all teachers to high, consistent levels of integrity (90% or higher integrity).

Feedback has been demonstrated to improve or maintain performance of the interventionist. Coddling and colleagues (2005) demonstrated improvements in the implementation of behavioral treatment plans for children with disabilities when their special education teachers were provided with weekly feedback on their integrity, with maintenance of effects seen at follow-up observations ranging from 5 to 15 weeks. Noell and colleagues (2002; 2005) demonstrated the effectiveness of feedback at improving the implementation of behavioral programs by schoolteachers as evidenced by permanent product (their collection of classroom data). In one study (Noell et al., 2002), the researchers provided training for teachers and observed decreasing integrity in a post-training baseline condition. Subsequent conditions of data review with the teachers resulted in high

variability, but the addition of feedback to the data review procedures produced high integrity data collection. In a follow-up study, Noell and colleagues (2005) used a between groups design to evaluate the effects of three types of consultant support (weekly meetings, weekly meetings with emphasis on plan implementation, and feedback) on teacher implementation of classroom-based skill programs. Results indicate that weekly meetings alone produced the poorest treatment integrity ($M = 35.0\%$) followed by weekly meetings with emphasis on plan integrity ($M = 52.3\%$). Feedback resulted in the highest treatment integrity ($M = 77.1\%$). Teacher ratings of consultants and treatment acceptability were similar for all groups, and there was a moderately significant positive correlation between treatment integrity and the child's behavior.

Studies have also attempted to identify less resource-intensive procedures to increase interventionist integrity as well as assess the relationship between integrity and client outcomes. In two studies, DiGennaro and colleagues (DiGennaro, Martens, & McIntyre, 2005; DiGennaro, Martens, & Kleinmann, 2007) demonstrated improved teacher integrity of classroom behavioral interventions with the provision of daily written feedback and a putative negative reinforcement contingency (implementation of the procedure at 100% criterion performance allowed the teacher to avoid a session of directed rehearsal and feedback with the researcher). In both studies, the integrity with which the teachers implemented behavioral interventions was negatively correlated with student problem behavior (i.e., high integrity was associated with low student problem behavior).

Extending the procedures described above, Howard and DiGennaro Reed (in press) used a multiple baseline across trainers design to evaluate the effects of increasingly intrusive training methods to improve trainer integrity of a discrete trial obedience-training task with sheltered dogs. Results indicate that written instructions were insufficient to produce high integrity of the training procedure. A single viewing of a video model improved performance of the student trainers, though not to criterion levels (90% or higher integrity). The addition of targeted modeling and rehearsal for only steps performed incorrectly and provision of feedback improved student trainer integrity to

criterion levels within two sessions. A post-hoc analysis revealed a significant positive correlation between student integrity and dog compliance with obedience instructions (Dyad A, $r_s = .84, p < .01$; Dyad B, $r_s = .88, p < .01$; and Dyad C, $r_s = .86, p < .01$).

Though the literature on treatment integrity is in its infancy and the relationship between treatment integrity and client gains is not fully understood, these studies demonstrate that interventionist's behavior – that is, the integrity with which they deliver the intervention – is subject to contingencies and can be improved through effective training and support. These studies emphasize the need for effective staff training strategies to improve treatment integrity.

Staff Training

Purpose. Staff training refers to a programmed intervention provided to staff to produce changes in work-related behavior (Jahr, 1998; Reid, O'Kane, & Macurik, 2011). Published staff training research has focused on a variety of goals, including improving skills of staff to improve client gains, transfer of staff skills across settings or clients, transfer of staff skills across different tasks or programs, and maintenance of skills in the work environment (Jahr, 1998).

Published empirical literature on staff training has targeted numerous dependent variables including changes in staff self-reports (e.g., procedural acceptability, confidence in skill, or intent to use a procedure; McDonnell, et al., 2008), verbal skills assessed via knowledge assessment (e.g., basic principles of behavior analysis; e.g., Luiselli, Bass, & Whitcomb, 2010), visual analysis of behavioral data (e.g., Fisher, Kelley & Lomas, 2003), and performance of work tasks (Ducharme & Feldman, 1992; Kissel, Whitman, & Reid, 1983; Krumhus & Malott, 1980). Although the wide range of dependent variables adds to the literature and may inform practice, Reid and Parsons (2002) warn that a staff member's verbal knowledge of procedures does not necessarily result in competent performance of those procedures. To that end, the staff training literature reviewed in this manuscript will focus exclusively on empirical and experimental studies targeted at improving the actual performance of staff and staff analogues (i.e., university students).

Common procedures and preparations. Reid and Parsons (2002) encourage trainers to develop approaches to staff training that are not simply focused on improving indirect measures of performance, such as self-reports or knowledge assessments, but instead focus on improving the skillful performance of procedures or job tasks. Thus, they recommend training that is both *competency-* and *performance-based* (Reid et al., 2011; Reid & Parsons, 2002; Reid & Parsons, 2006). Competency-based refers to clearly specifying a criterion trainees must meet, which may include scores on written or oral knowledge assessments. Performance-based refers to requiring trainees to demonstrate the behaviors that comprise the skill with integrity before training is considered complete (rather than relying on written performance assessments). Thus, competency and performance-based training includes specifying the behaviors that constitute a skill, establishing a criterion for performance, and providing training until the trainee can perform the skill/behavior until criterion is met.

Reid and colleagues (2011) speculate that most studies in staff behavior fall into one of four categories: antecedent interventions, consequence interventions, self-control interventions, and multi-faceted interventions. Antecedent interventions are delivered before staff are expected to perform the job task and are intended to reduce the likelihood of poor performance. Examples include pre-service training, written instructions, job aids, prompts from supervisors, or modeling of appropriate performance. Consequence interventions are delivered following staff performance and are intended to either modify or maintain future performance. Feedback is the most commonly used intervention of these varieties (Alvero, Bucklin, & Austin, 2001), though other consequences may include tangible or monetary rewards or praise. Self-control interventions are those where the staff member helps manage their own behavior, including self-monitoring or self-evaluation of performance, personal goal setting, or delivery of self-praise. Finally, multi-faceted interventions are those that include some combination of antecedent and consequence elements to be effective, and may include elements of self-control interventions. Typically, multi-faceted interventions include some form of

initial training followed by programmed consequences for performance, such as when training is combined with on-the-job coaching or feedback (e.g., Mazingo, Smith, Riordan, Reiss, & Bailey, 2006, van Oorsouw et al., 2009; Wood, Luiselli, & Harchik, 2007).

Reid and Parsons (2002) recommend a seven-step staff training procedure that includes: (1) specifying the desired skills to be performed, (2) verbally describing the skills and rationale for their importance, (3) providing a written summary of the skills, (4) demonstrating the performance skills, (5) supporting staff in practicing the target skills, (6) providing positive and corrective feedback based on staff proficiency in performing the skills, and (7) repeating steps 4-6 until staff members can proficiently demonstrate the skills. This procedure involves both competency- and performance-based training since the trainer specifies the behaviors that comprise the skill, provides teaching aimed at those skills, demonstrates the target work skill, and observes staff performance. This training would also be categorized as a multi-faceted intervention since it includes antecedent elements (e.g., verbal and written instructions, a model of target skills) as well as consequence elements (e.g., positive and corrective feedback based on staff performance; additional modeling, practice, and feedback contingent on sub-criterion performance).

Closely related to these recommendations is an approach to staff training known as behavioral skills training (BST). BST has been successfully used to improve staff implementation of a variety of procedures including behavior management procedures for children receiving dental care (Graudins, Rehfeldt, DeMattei, Baker, & Scaglia, 2012), incidental teaching (Huskens, Reijers, & Didden, 2012), natural language paradigm teaching (Gianoumis, Seiverling, & Sturmey, 2012; Seiverling, Pantelides, Ruiz & Sturmey, 2010), discrete trial training (Sarokoff & Sturmey, 2004, Sarokoff & Sturmey, 2008), picture exchange communication system (Rosales, Stone, & Rehfeldt, 2009), positive behavioral support (Reid et al., 2003), and other self-care and behavior support plans for individuals with developmental disabilities or autism (Ducharme & Feldman, 1992; Pétursdóttir & Sigurdardóttir, 2006; Palmen, Didden, & Korzilius, 2010). BST includes many of the same

principles outlined by Reid and colleagues and is comprised of a package of procedures aimed at improving staff performance including some combination of verbal or written instructions, modeling, rehearsal or role-play, and feedback from a trainer or supervisor (Sarokoff & Sturmey, 2008). The training procedures comprising the package are typically implemented in a concurrent manner despite frequent recommendations to conduct component analyses of the training package (Jahr, 1998). Consequently, drawing conclusions about the effectiveness of any isolated training method is difficult to impossible.

Written instruction. Instruction is a cornerstone of most training programs. Written instruction may take a variety of forms, including specially designed training manuals (Johnson & Fawcett, 1994), summaries of method sections of experimental literature (e.g., Graff & Karsten, 2012; Roscoe, Fisher, Glover, & Volkert, 2006), or a combination of definitions and step-by-step instructions (e.g., Howard & DiGennaro Reed, in press; Reid, Parsons, Lattimore, Towery, & Reade, 2005; van Vonderen, Didden, & Beeking, 2012). If appropriately designed, written instruction should provide sufficient information to foster staff performance that will contact reinforcement in the form of supervisor praise, high ratings on performance evaluations, or client gains. The provision of written instruction is consistent with Reid and colleagues' recommendation to provide a written summary of the skills taught during training.

As a training component, written instruction has a number of advantages. The instructions can be easily standardized. That is, each trainee trained with written instruction will read the same material, reducing training variability. Next, trainers can affordably disseminate written instructions through photocopies or an electronic medium (e.g., email or the internet). Since computers have become a ubiquitous feature of the American workforce and a number of free, user-friendly word processing software programs exist (e.g., OpenOffice), written instructions can be created, customized, and revised far easier than ever before.

Written instruction also has a number of significant limitations. First, it is only effective if presented in a way that the reader will understand. Trainees may not understand written instructions that contain a great deal of jargon. As a result, written instruction must be carefully developed and evaluated to match both the reading competency and skill level of the trainees for whom they are intended (Reid & Parsons, 2006). A common approach to accomplish this is to avoid professional jargon and to test a document's readability using features in the spelling and grammar check of Microsoft Word® (e.g., Flesch-Kincaid Grade Level or Flesch Reading Ease).

Second, though written instruction may produce improvement in the verbal fluency of trainees, when used in isolation it does not improve trainees' correct performance of work tasks. Ducharme and Feldman (1992) trained nine direct care staff working with individuals with developmental disabilities to implement skill acquisition programs using written instruction. They provided staff with task analyses of the training procedures, written descriptions of the training programs, and an opportunity to ask a trainer questions about the procedures. Their results showed only slight improvements in average staff program performance from baseline ($M = 27.8\%$) to the written instructions condition ($M = 38.7\%$). Similar modest improvements following the provision of written instruction have been demonstrated in other training conditions, including direct care staff working with children with intellectual disabilities (van Vonderen et al., 2012), university students conducting stimulus preference assessments under analogue conditions (Roscoe et al., 2006), and university students training basic skills to sheltered dogs (Howard & DiGennaro Reed, in press).

Not all studies have shown written instructions to be ineffective. Graff and Karsten (2012) compared the effectiveness of two types of written instructions on the correct implementation of paired stimulus and multiple-stimulus without replacement preference assessments with eleven staff working in a school for children with autism and related developmental disabilities. In the first condition, participants received a set of written instructions developed from the methods sections of published literature on the preference assessment procedures. These instructions were in no way

modified from the original publication, meaning that they contained a great deal of behavioral jargon. Participants could refer to these instructions throughout the session, yet were unable to implement preference assessments with high integrity (average performance of the two preference assessments was below 50% in the initial condition). When participants were provided with jargon-free enhanced instructions, which included step-by-step instructions and diagrams, performance for all teachers for both preference assessments improved to 94% integrity or better. These improvements were created without the need for supervisory feedback, and occurred within 15 sessions for all participants.

The preference assessments were conducted in an analogue setting with adults playing the role of children. The staff could refer to the written instructions at any time during the session and had no competing demands during sessions. Given the highly controlled nature of the study, it may be ill advised to use the same type of training in applied settings.

To summarize, it is unclear whether written instruction is a necessary component of behavioral skills training. However, evidence suggests that written instruction alone may be insufficient to produce high-integrity implementation of target skills. Given the limitations of written instruction, the effective staff trainer should consider using written instruction *only* when paired with a performance-based training procedure, such as those outlined below.

Verbal instruction. Verbal instruction is another approach commonly used in staff training and includes traditional lecture (with or without slides or PowerPoint®), group discussion, and question and answer sessions. Depending on the content, verbal instruction may be consistent with Reid and colleagues' recommendation to describe the skills and provide a rationale for their importance. Verbal instruction shares many of the same strengths and weaknesses of written instruction. Just as with written instruction, verbal instruction is effective at improving verbal fluency, but does not result in improvements in work behavior (Gardner, 1972). Further, research suggests that staff rate verbal instruction as less effective and less desirable than other more interactive forms of instruction (Sexton et al., 1996). To that end, verbal instruction should be

combined with a performance-based training procedure if the aim of training is to improve staff performance.

Modeling. Modeling is another common feature of BST. Modeling refers to a trainer demonstrating the target skill to the trainee, with the goal that the trainee will imitate the skillful behavior. Live modeling of target skills by a trainer has been a feature of many effective BST packages (Gianoumis et al., 2012; Nabeyama & Sturmey, 2010; Pétursdóttir & Sigurdardóttir, 2006; Sarokoff & Sturmey, 2004, 2008; Toelken & Miltenberger, 2012; van Oorsouw, Embregts, Bosman, & Jahoda, 2010; Weinkauff, Zeug, Anderson, & Ala'i-Rosales, 2011). However, relying on a live model requires several considerations that may affect the feasibility of using this training procedure. First, research suggests that modeling is more effective when staff are provided with multiple exemplars of performance. Ducharme and Feldman (1992) demonstrated greater gains in staff correct performance of teaching skills when staff were provided with general case training (including the trainer modeling a variety of behavior support plans for a variety of consumers) than when staff were trained with only a single behavior support plan. This seems consistent with the recommendation by Stokes and Baer (1977) to train sufficient exemplars as a method to foster generalization of behavior. A second consideration involves the costs associated with providing a live model of appropriate performance. It may be necessary to provide a number of exemplars for trainees to effectively improve performance, which will increase training time and costs for the organization. Relatedly, modeling is only as effective as the quality of the imitative stimuli provided and requires demonstration of the skills with high integrity. This means that the organization must have access to a qualified trainer (on staff or through a contract), which could result in barriers to implementing this component of training.

Role-play/Rehearsal. Another common feature of BST is role-play or rehearsal. This approach to training involves creating a programmed opportunity for staff to practice performing the skills taught during training. Rehearsal may occur in analogue settings with confederates (i.e., with

individuals playing the role of a consumer; e.g., Rosales et al., 2009), in controlled settings with actual consumers (e.g., Huskens et al., 2012), or in the work setting with actual clients (e.g., Nabeyama & Sturmey, 2010; Graudins et al., 2012).

Role-play/rehearsal is often combined with other training methods to improve staff performance of work tasks. For instance, Gianoumis, Seiverling, and Sturmey (2012) used a BST package to train teachers to correctly implement a stimulus preference assessment and natural language paradigm procedure with children with autism using a multiple baseline across teachers design. Training included written and verbal instruction, graphical and verbal feedback, modeling, and rehearsal. Following each session, the trainer provided feedback on session performance with additional modeling and rehearsal opportunities. This continued until the teachers reached mastery criteria of 90% or better across two consecutive probes. Results indicate improvement from baseline in teacher integrity of both the stimulus preference assessment procedure ($M = 98\%$) and natural language paradigm procedure ($M = 95.1\%$). The training used in this study is consistent with Reid and colleagues' recommendation to support staff in practicing the target skills, and the arrangement of rehearsal with feedback to improve performance to integrity has been demonstrated to be effective in a number of studies (e.g., Ducharme & Feldman, 1992; Graudins et al., 2012; Lavie & Sturmey, 2002).

Feedback. Feedback, also referred to as *performance feedback*, is a common feature of staff training interventions (Ducharme & Feldman, 1992; Gianoumis et al., 2012; Madzharova, Sturmey, & Jones, 2012; Palmen et al., 2010; Seiverling et al., 2010; Toelken & Miltenberger, 2012; Weinkauff et al., 2011). Feedback refers to providing staff with qualitative information about their performance with the goal of improving future performance (Wilder, Austin, & Casella, 2009). Providing feedback is consistent with the Reid and colleagues' recommendation to provide positive and corrective feedback based on staff proficiency in performing the skills. Positive feedback may refer to identifying steps performed correctly, while corrective feedback may describe incorrect

performance. Feedback is most often used alone, but the provision of feedback alone may not be sufficient to produce behavior changes in staff (e.g., Alvero, Bucklin, & Austin, 2001; Balcazar, Hopkins, & Suarez, 1985). Alvero and colleagues (2001) suggest that combining feedback with other behavior change strategies such as training, goal setting, and behavioral consequences may produce greater improvements in staff performance than using feedback alone.

Many of the limitations of live modeling also apply to providing effective feedback. First, the trainer must be able to observe staff behavior in order to provide feedback about performance. Depending on the complexity and duration of the target skill, observation and feedback may represent a substantial training investment (Weinkauff et al., 2011). Next, the trainer providing feedback must possess both knowledge of the target staff skill as well as the skill to provide effective feedback to successfully change trainee behavior. To that end, trainers may need additional training in providing feedback (Reid et al., 2003; Reid et al., 2005). Last, if the trainer uses only feedback to improve the performance of staff to criterion levels, the duration of feedback may depend largely on the quality of staff performance prior to the start of feedback. That is, it may require substantially more time to use feedback to improve staff performance if staff integrity is poor (e.g., 20-30% integrity) than if staff integrity is high (e.g., 80-90% integrity).

Feedback also has a number of advantages. First, feedback can be used to refine staff performance by assisting staff in making fine discriminations between correct and incorrect performance in a way that antecedent training interventions cannot (Roscoe et al., 2006). Next, feedback can be provided in endless varieties. In a meta-analytic review of OBM literature including feedback as part of the independent variable, Balcazar, Hopkins, & Suarez (1985) and later Alvero, Bucklin, & Austin (2001) identified variations in procedures ranging from source (e.g., provided by supervisor, a peer, a client, or self-generated), confidentiality (public feedback or private feedback), medium (e.g., verbal feedback, written feedback, video feedback, or graphical feedback), frequency, and combination with other behavior change procedures (e.g., used with goal setting, rewards or

bonuses, training procedures). These meta-analyses suggest that feedback is most effective when combined with rewards or antecedent strategies such as training, or when delivered graphically from managers or supervisors.

These features make feedback customizable to the trainee. Last, feedback is highly preferred, and staff report a preference for training conditions that include feedback over conditions without feedback (DiGennaro Reed et al., 2010; Howard & DiGennaro Reed, in press). Furthermore, immediate feedback is reportedly preferred over delayed feedback (Reid & Parsons, 1996).

Technology in training. In recent history, technologies such as personal computers, hand-held recording devices, and access to the internet have become increasingly common in personal and professional lives. Researchers have capitalized on the availability of these technologies to improve staff training. Some common goals of using technology in training have been to more widely disseminate effective training with remote and self-instruction training methodologies (e.g., Kobak et al., 2007), to decrease cost or training variability via use of standardized video models (e.g., Catania, Almeida, Liu-Constant, & DiGennaro Reed, 2009; Neef, Trachtenberg, Loeb, & Sterner, 1991), and to decrease the costs associated the traditional direct training approaches using computer- or video-based self-paced instruction (e.g., Macurik et al., 2008).

Remote training. Remote training typically refers to a method of training where the trainer delivers the training in one location and trainees receive the training in another location via videoconferencing (Berge & Smith, 2000). Remote training has the significant advantage of delivering training to trainees who may not otherwise be able to work directly with the trainer, either by virtue of their remote location or due to the limited availability of specialized trainers. This preparation may be used to present all training components, such as when a workshop consisting of verbal instruction, modeling, rehearsal, and feedback is presented via video conferencing (e.g., Knapp, Chan, Anaya, & Goetz, 2011). Remote training may also be used in combination with other indirect antecedent training strategies. Kobak and colleagues (2007) used a combination of

technologically based training methods to teach trainees to implement the Positive and Negative Symptom Scale (PANSS), an interview-based behavior rating scale used in clinical psychiatry. The researchers first taught basic knowledge components via indirect training (described by the authors as a CD-ROM based interactive tutorial consisting of didactic instructions with knowledge assessments), then used rehearsal with a trained actor and feedback from an expert trainer delivered through video conferencing to refine skillful performance.

The cost of teleconferencing has traditionally been quite high, requiring expensive audio and video equipment to display performance of all parties as well as access to high quality, high-speed internet to effectively transfer information from one location to the other. These limitations have been a barrier to widespread adoption of this type of training. Recently, free videotelephony software such as Skype™ or FaceTime™ and the widespread availability of smartphones and tablet technology have made all the requisite materials for this type of training more readily available for even small organizations. One lingering limitation of remote training is the time associated with training. Remote training via video conferencing uses the same amount of trainer time as in-vivo workshop training, and thus may not increase the efficiency of an agency's training resources.

Videos in training. Another way technology has emerged in staff training research is the use of video demonstrations of performance (hereafter referred to as *video models*). Experimentally, the effectiveness of video models has been demonstrated when used in isolation (e.g., Catania et al., 2009) or as part of a multi-component training package (e.g., Parsons, Reid & Green, 1996; Rosales, Stone, & Rehfeldt, 2009). The video models themselves may even be incorporated into a larger instructional training video, with on-screen written instructions with voice-over narration, and still images to train target skills (e.g. Baker, 1998; Neef et al., 1991).

Training packages using video models have effectively trained staff to perform a wide variety of skills including staff glove use and hand washing (Baker, 1998), problem-solving strategies with adults with developmental disabilities (Collins, Higbee, & Salzberg, 2009), initiations of positive

interactions with clients (Baker, 1998; Guercio & Dixon, 2011), and appropriate treatment of clients with visual impairments (Teresi et al., 2003). Video modeling has also trained staff to implement behavior analytic procedures such as discrete trial training (Catania et al., 2009; Vladescu, Carroll, Paden & Kodak, 2012), incidental teaching (Huskens, Reijers, & Didden, 2012), paired-stimulus preference assessment (Lavie & Sturmey, 2002), functional analysis (Moore & Fisher, 2007), and individualized clinical treatment plans for consumers (DiGennaro Reed et al., 2010). There is now even published literature outlining procedures for creating, editing, and implementing video models for children in classroom settings (Collier-Meek, Fallon, Johnson, Sanetti, & Delcampo, 2011); these procedures could be adapted for use in staff training.

Some literature has suggested that the provision of a simple video model may not be enough to produce high-integrity staff performance. Barnes, Dunning, and Rehfeldt (2011) used a multiple baseline design across staff to evaluate the effects of written instructions and a single viewing of a video model on staff implementation of a picture exchange communication system program. Their training package produced only negligible improvement in staff performance. The precise cause for these findings is unknown, but highlights the need for a better understanding of the necessary components of a video model. Other researchers have reported similar findings. For example, DiGennaro Reed and colleagues (2010) used a multiple baseline design across staff to evaluate the effects of a video model on staff implementation of a clinical treatment plan. Although video modeling improved performance relative to baseline, participants showed variability in their integrity. As a result, the authors introduced feedback. Although feedback was effective in improving staff performance, it is possible that performance may have reached criterion levels without feedback if the researchers had initially developed a higher quality video model.

The research on the use of video models in training is emerging, and there is a great need to learn which features of a video model maximize its effectiveness. Few studies have evaluated the effects of variations in video quality or content on staff performance, though some literature exists on

the effect of self- versus other-models (Williams & Gallinat, 2011), providing demonstrations of many versus few samples of staff behavior (Moore & Fisher, 2007), and using the training video in different contexts (Neef et al., 1991). Moore and Fisher (2007) used a multiple baseline design across participants to evaluate the effects of lecture, partial video model, or complete video model on staff's correct implementation of a functional analysis procedures. Partial video models consisted of a limited range of staff behaviors (i.e., omitting information about how to respond to appropriate behavior, non-targeted problem behavior, and three-step prompting in the demand condition) while complete video models included demonstrations and information on the entire range of staff behaviors. Both lecture and partial video model resulted in lower implementation of the functional analysis procedure than a complete video model, and in some cases resulted in poorer integrity than in the previous baseline condition where staff received no training at all. Subsequent provision of the complete video model for the functional analysis conditions targeted with lecture or partial video model resulted in improvements in staff performance, although one participant required feedback to reach criterion performance for one procedure, and performance generalized to children in naturalistic settings for all participants. The results of this study suggest that providing demonstrations of a range of possible staff behaviors for a given setting, not simply the target behavior, may produce higher integrity staff performance.

The context in which the video model is used may also play a role in its effectiveness. Neef and colleagues (1991) evaluated the effects of video models used within three contexts (individual instruction, training with a partner, or large group workshop instruction) on staff implementation of respite care skills. The greatest average improvement in integrity from pre- to post-training observations was observed when the training video was used within the context of learning with a partner ($M = 47.6\%$), then within the context of learning within a group ($M = 43.6\%$), with the lowest levels of improvement observed in individual viewing of the instructional video ($M = 35.5\%$). It is difficult to account for the cause of these differences in scores, as training features of partner and

group training (e.g., discussion, modeling, feedback) were not operationalized or described. The authors also note that all participants required some form of “remedial training” (consisting of targeted modeling, rehearsal, and subsequent feedback of those skills performed incorrectly during observation) to reach criterion performance. These results support the need for additional research on the variables that contribute to the effectiveness of video models.

Despite the need for additional research on effective features of video models, results indicate that video modeling may be an important component of staff training packages. Benefits include reduced training variability, the ability to include multiple, high-quality exemplars of performance, and improved efficiency of training resources. While the creation of video models comes with associated costs, their continued use over time may represent a valuable investment for trainers if shown to reduce required training time or improve training outcomes.

Video-mediated and video-based training. The efficacy of video-mediated or video-based self-instruction packages (hereafter referred to as *video-based self-training*, or VST) have been studied in a variety of settings. VST refers to training that relies heavily on video as a training modality that is used by the trainee in the absence of a live trainer. VST may include full training videos with written or verbal instructions delivered on screen, or a combination of written instructions and video models. VST may be delivered via VHS or DVD, CD-ROM, or over the internet.

Some VST studies have targeted indirect measures of performance, including performance on knowledge assessments (Bowers, Simpson, & Alexander, 2005), self-reported changes in attitudes (Miller & Davenport, 1996), performance on situational responding tests to video case samples (Aper, Reniers, Koole, Valcke, & Derese, 2012), or outcomes such as reduced patient elopement rates (Elder, Barkhuizen, Knoch, & von Randow, 2007). These studies report a number of favorable outcomes with the use of VST, including reduced training costs for agencies and improved training

convenience for direct care staff. However, these studies did not actually measure improvements in staff performance; thus, their results should be considered with caution.

A number of authors have recognized the limitation of the studies listed above and have evaluated the effects of VST on the implementation of interventions. For instance, a literature review of training programs designed to improve implementation of cardiopulmonary resuscitation training (Hamilton, 2005) found four studies that directly compared the effectiveness of traditional, instructor-led CPR training courses to VST packages in civilian learners (Braslow et al., 1997; Batcheller, Brennan, Braslow, Urrutia, Kaye, 2000; Todd et al., 1998; Todd et al., 1999). Results of these four studies showed that participants experiencing VST demonstrated superior performance of CPR in simulated cases of cardiac arrest compared to the performance of trainees receiving traditional, instructor-led workshops. Furthermore, all authors cited the superiority of VST as a training modality. The authors also note improved skill maintenance at follow-up observations, improved training consistency, improved training convenience, the ability to disseminate training to underserved populations, and reductions in training time as rationales for adopting VST in lieu of traditional training (in one study, training time was reduced to 30 min from 8 hours; Braslow et al., 1997). Hamilton (2005) recommends the inclusion of VST as a measure to reduce overall training costs and improve consistency in training, but warns that trainers should not rely exclusively on VST without programming opportunities to observe performance and deliver feedback to trainees to ensure high integrity.

Recent studies have evaluated the effectiveness of VST on improving the performance of behavior analytic interventions. Using a multiple probe design, Salem and colleagues (2009) trained university students to implement three discrete trial training interventions (matching, pointing to named pictures, and imitation protocols) using a package including a self-instruction manual, video demonstration, practice opportunities without feedback, and self-feedback. Following 4.5 hours of observed self-training, student implementation of discrete trial training with a confederate improved

from an average of 46% of steps performed correctly in baseline observations to 78% of steps performed correctly. Two of four participants also demonstrated skillful performance of discrete trial training procedures with child clients. These effects were demonstrated without participating students receiving any direct training or instruction from researchers, making this study an example of video-based self-training.

Hu, Pear, and Yu (2012) used a multiple baseline design to evaluate the effectiveness of web-based instruction on participants' implementation of the Assessment of Basic Learning Abilities. Following low, stable performance of the assessment with confederate participants during baseline observations, all participants received web-based training consisting of a self-instruction manual with study questions, web-based knowledge assessments, and immediate feedback on accuracy of performance. Participants were required to reach mastery criterion on the knowledge assessments (90% or higher) before gaining access to video models of correct performance of the ABLA. Following training, integrity of the assessment improved for all participants, with maintenance of knowledge and performance observed up to two weeks later.

Nosik and Williams (2011) used a multiple baseline across four participants design to evaluate the effects of a computer-based VST package on correct implementation of discrete trial training and backward chaining procedures by direct-care staff working with adults with intellectual disabilities. Following low and stable baseline performance of both procedures, participants received VST in either backwards chaining or discrete trial training. VST included instructions for completing the target procedure (either discrete trial training or backwards chaining, determined by participant assignment) accompanied with verbal instruction in the form of voice-over narration. Throughout the video, participants completed knowledge assessments about the procedure and received feedback about their performance. The VST required participants to re-watch relevant portions of the video for any questions answered incorrectly. The training also included two full demonstrations of the target procedure with a list of critical steps (task analysis) for the target skills. Training was complete only

when participants answered 100% of all knowledge assessment questions correctly, and participants completed the VST only once before observations resumed. Results showed improvement in performance for all participants for both skills, with variability among staff. The researchers then added a condition where participants observed video models of a confederate performing target skills, and participants scored the confederate's accuracy using an observation form. At the end of the video model, participants viewed the correct scores for each video, but did not receive additional feedback. Following this condition, three of four participants (who did not implement the procedures at 90% integrity) watched the same video models from the prior condition, but the videos now included the confederate receiving corrective feedback on the portion of the procedure performed incorrectly. The participants did not receive any feedback. Results indicate that all participants reached 100% performance during role-play situations, with maintenance observed for three of four participants at 6-week follow-up observations and generalization to the work environment with their everyday clients. A unique aspect of this study is that the obtained outcomes were achieved without delivery of feedback to the participants about their individual performance. The methods used by the researchers were introduced to systematically evaluate the separate effects of VST, video scoring, and feedback. Given the substantial cost of the design used in this study (participants were observed for upwards of 55 total sessions, spanning weeks of time), this approach to training may be less efficient than simply providing feedback or other support strategies to the trainee. The high cost of training due to methodological design may be ameliorated by introducing the training methods as a training package in a single condition, yet research supporting this hypothesis has not been published.

Macurik and colleagues (2008) used a between-groups design to evaluate the effects of two training modalities on staff implementation of clinical treatment plans designed to reduce challenging behaviors with adult clients with developmental disabilities. Trainees received either live, classroom-based training or VST training in clinical treatment plans. In the live group workshop, all trainees

reported to the training location, received a written summary of the plan and explanation of the plan by a behavior analyst, who answered any staff questions before distributing a knowledge assessment. Staff receiving VST watched a video of the behavior analyst describing the plans, including voice-over and bullet points of key items before ending with a knowledge assessment. Both training programs taught the same material, evaluated using a training integrity checklist. There were no significant differences between the training groups on scores on knowledge assessments (live training: $M = 89\%$, range, 63 – 100%; VST: $M = 90\%$, range 50 – 100%). However, statistically significant differences were observed between the training groups on plan implementation. The groups receiving video training implemented slightly more of the steps of the clinical treatment plans correctly when on the job ($M = 85\%$) than the groups receiving live training ($M = 79\%$). Further, the VST was both slightly faster (live training: $M = 33$ min per staff member, range, 10 – 51 min; video training: $M = 22$, range, 10 – 39 min), and more efficient (live training required 646 min of behavior analyst's time, VST required 270 minutes of behavior analyst's time to record sections for the videos) than live training. Staff reported that live training was consistently rated slightly more acceptable than video training.

The studies described above represent a promising area of research in staff training, as they propose methods that may improve the efficiency and resource-effectiveness of training resources. Methods of staff training that reduce the amount of direct training time while improving staff performance of work behaviors are sorely needed in agencies where training resources are tight. Though the creation of a programmed training package requires significant investment of trainer time upfront (e.g., 15 hrs to create three brief videos in Macurik et al., 2008, 40 hrs to create the video-based instruction used in Nosik & Williams, 2011), VST packages are an efficient way to improve staff performance. The inclusion of video models or VST in staff training may even result in more efficient staff learning. Though Nosik and Williams's package required significant up-front investment, staff were trained to implement discrete trial training effectively in only 1 hr, compared

to 4.5 hrs of self-paced instruction in Salem and colleagues (2009). Saving 3.5 hrs of training time per trainee could result in substantial long-term savings for the training organization. The authors of the studies above also highlight a number of other advantages associated with video-based training, including reducing resources spent on direct training time in settings where turnover is high, increasing the geographical “reach” of a trainer through remote training capabilities, and making training more convenient for the trainee through self-paced instruction. Ultimately, an agency should conduct a cost-benefit analysis of the ongoing cost of live training to determine if the investment in video-supplemented or video-based training is right for them.

Volunteer Training

Volunteers comprise a large presence in the American workforce. In 2006, an average of 6.5% of adults volunteered daily, contributing a total of 12.9 billion hours of labor worth approximately \$215.6 billion (Blackwood, Wing, & Pollack, 2008). Volunteers are particularly ubiquitous in nonprofit organizations, with one national report finding that 80% of charities use volunteers to meet their organizational missions (Hager & Brudney, 2004). Despite their presence, few studies have evaluated volunteer performance in the same way that researchers have examined the performance of paid staff.

Extant empirical literature on volunteers tends to be most consistent with the Industrial/Organizational Psychology approach to research, with particular emphasis on calculating correlations between volunteerism and other variables evaluated via self-report surveys of volunteers or their agency managers. For instance, many studies have explored the demographic variables associated with sustained volunteerism including age, gender, and education (Fischer & Schaffer, 1993; Manning, 2010; Penner, 2002; Spitz & MacKinnon, 1993; Sundeen, 1992; Warburton, Le Brocque, & Rosenman, 1998). Other researchers have attempted to explain sustained volunteerism through trait theory, reporting correlations between self-reported sustained volunteer roles and traits such as altruism, empathy, and helpfulness (Clary & Miller, 1986; Penner, 2002). In addition,

researchers have attempted to correlate sustained volunteering with other constructs such as “organizational commitment” (Jenner, 1981) or the development of a volunteer “role identity” (Grube & Piliavin, 2000; Piliavin & Callero, 1991).

Other types of empirical studies have focused on improving volunteer performance by targeting commitment specifically by increasing the number of hours contributed to an agency and decreasing volunteer turnover (e.g., Cnaan & Cascio, 1999; Jamison, 2003; Skoglund, 2006). Authors of these studies have noted the correlation between various support strategies and indirect measures of volunteer performance including self-reported confidence in job tasks (e.g., Claxton - Oldfield, Crain, & Claxton-Oldfield, 2007), job satisfaction and intent to remain with the agency (e.g., Hellman & House, 2006; Lavenburg & Bernt, 2012; Scott & Caldwell, 1996), total number of hours contributed to the agency (Tang, Morrow-Howell, & Hong, 2009), and survival of volunteer programs (Leviton, Herrera, Pepper, Fishman, & Racine, 2006). Based on these studies, authors have identified volunteer screening, training, and ongoing management and support by paid staff as elements contributing to the success of volunteer programs (Cuskelly, Taylor, Hoye, & Darcy, 2006; Gidron, 1985; Grossman & Furano, 2002; Hollwitz & Wilson, 1993; Lafer, 1991; Lammers, 1991; McBride, Greenfield, Morrow-Howell, Lee & McCrary, 2012, Stirling, Kilpatrick, & Orpin, 2011). These strategies are also common recommendations of volunteer administration guides (e.g. Brudney, 2011; Fisher & Cole, 1993; U.S. Department of Health and Human Services, 2008).

This line of research may provide a context for understanding variables that could lead to volunteerism, but lacks experimental evaluation and direct observation of volunteer behavior. It also relies on self-report surveys of volunteer perceptions, which introduces a major weakness. Thus, studies of this type are of little practical value to the volunteer manager tasked with observing, modifying, and maintaining volunteer performance of work tasks. These limitations are exacerbated by the observation that the variables that may motivate an individual to begin volunteering may not be sufficient to sustain volunteer performance over time (Pearce, 1983; Penner, 2002). Many authors

have called for additional research into effective volunteer management practices, specifically with the aim of improving volunteer performance (Colomy, Chen & Andrews, 1987; Eisenberger, Fasolo, & Davis-LaMastro, 1990; Lynch & Smith, 2010). In light of these limitations and the calls for additional research, it is necessary to look more closely at the available literature focusing on modifying volunteer performance – particularly those studies evaluating the effects of training.

Research on volunteer performance has only begun to identify those procedures that constitute effective and ineffective training practices. One key finding of these studies is that agencies do not always provide the training necessary to teach their volunteers the required skills to be successful in their job tasks. For instance, Jamison (2003) shared findings of a survey of adult volunteers from Florida who reported that most (51%) had not received pre-service training prior to beginning their volunteer position. In two separate studies of hospice volunteers, surveys revealed that the majority of volunteers received only generic volunteer training for their job tasks, without specialized training in bereavement (Payne, 2001) or effective communication (Worthington, 2008), which are job skills widely recognized as being vital for hospice volunteers (Lafer & Craig, 1993). Even more troubling, most volunteers indicated that the basic training provided sufficiently prepared them to complete hospice volunteer job tasks, and some even reported resentment of time spent receiving training, attending meetings, or other paperwork tasks designed to improve communication among an interdisciplinary hospice team. These findings might suggest that volunteers have a poor understanding of the need for ongoing training and support in the hospice volunteer role and raise doubt about the value of the volunteer's self-reported confidence in training as a meaningful dependent variable. Furthermore, with other studies demonstrating a negative correlation between the provision of training and volunteer attrition (i.e., providing training associated with lower attrition; Jamison, 2003), these studies highlight the need to know more about the impact of volunteer support, particularly training, on the performance of volunteers.

Most studies on volunteer management are survey-based studies using post-hoc and/or statistical analysis to determine correlations between reports of the provision of training and indirect measures of volunteer performance, such as perceived competence (e.g. Brown , 2007) or volunteer retention (e.g. Brudney, 1999; Hager & Brudney; 2004, Hartenian, 2007). For instance, in a survey of credit union administrators, Brown found that there was a strong positive correlation between the credit union reporting the provision of training to their volunteer board members and their subsequent reports of perceived board member competency. Hager and Brudney (2004) note a positive correlation between reports of volunteer screening, training, and recognition activities and volunteer retention. The authors also indicate that health and human service organizations – those organizations that rely heavily on volunteers to deliver services directly to consumers – are more likely to report using direct training strategies (e.g., modeling). Hartenian (2007) published similar results; organizations that rely on volunteers to deliver services directly to clients use training strategies such as modeling, on-the-job coaching, and feedback more than those agencies that rely on volunteers to perform indirect tasks. While the research suggests a positive correlation between the provision of training and the retention of volunteers, the precise training methods used and their effects on volunteer performance of job tasks is unknown.

A review of available literature on volunteer training and management published in peer-reviewed journals in the last twenty years yielded only a single experimental study evaluating the effects of training on volunteer performance of a work task. Johnson and Fawcett (1994) used a multiple-baseline across participants design to demonstrate the effects of a BST package on improving the courteous service behaviors of volunteers at a charity organization. The training included written and verbal instruction, rehearsal, and feedback in the form of praise for job tasks performed correctly and corrective feedback for tasks performed incorrectly. Though effective at improving volunteer courteous service behaviors, the training was costly, requiring upwards of four

to six hours of one on one training for each volunteer, which may be cost-prohibitive for organizations with limited training resources.

In the absence of literature describing cost-effective, experimentally supported training strategies, volunteer managers have few tools to assist the volunteers they manage to effectively learn job tasks. As a result, volunteers are assigned tasks that require minimal training and do not assume responsibility for tasks relevant to the mission and goals of the organizations (Choudhury, 2010; Saxon & Sawyer, 1984). These types of tasks, are often tedious and boring, and do not produce reinforcement to sustain volunteerism. Instead of being a partner in helping the organization meet their goals, the volunteer then becomes another job task for paid staff to manage, leading to indifference or resistance from paid staff (Hager & Brudney, 2004). This may be a contributing factor to high rates of volunteer turnover (Tsui, Pearce, Porter, & Tripoli, 1997).

Put simply, ineffective management and training may be the leading cause of poor volunteer performance (Elliott, Arthurs & Williams, 1999) and volunteer role attrition (UPS Foundation, 1998). The cycle of volunteer recruitment, ineffective training, and volunteer attrition draws resources from the organization, making it difficult for volunteer managers to address the issue in a systematic manner. It is vital that researchers develop and evaluate training strategies that can teach volunteers to correctly implement the procedures of their assignments, that can be easily implemented by volunteer managers, and that are affordable for use in nonprofit organizations with limited training budgets.

Deslandes and Rogers (2008) propose a promising prototypical volunteer training framework for use by volunteer administrators. The authors assert that high quality volunteer training is important to sustained volunteerism, and define high quality training as a) affordable to the organization, b) tailored to the needs of the volunteer trainee, c) designed to produce improvements in services provided to the end user, and d) focused on integrating volunteer knowledge into practice. These recommendations are similar to the recommendations to use competency- and performance-

based training strategies (Reid & Parsons, 2006), in that Deslandes and Rogers recommend volunteer managers to develop strategies that actually improve the *performance* of volunteers (rather than analogue measures such as knowledge or confidence in abilities to implement procedures). Deslandes and Rogers also recommend a training procedure that is individualized to the learner. This recommendation is similar to the Reid and Parsons (2006) suggestion to provide individualized feedback tailored to the performance of the individual trainee in order to improve their performance to criterion levels. These recommendations are also similar to best training practices for paid workers (Daniels & Daniels, 2004; Wilder, Austin, & Casella, 2009).

High quality volunteer training can be costly, especially if implemented one on one with a trainer. Some studies have suggested the use of technology to reduce the cost associated with volunteer training. For instance, O'Toole and McConkey (1995) describe the possible advantages of a video-based training program to train volunteers in developing countries to deliver services to children with disabilities. Though the authors did not collect data on intervention effectiveness, they speculate that providing the training indirectly (e.g., using video-based training packages rather than live training) may reduce the financial burden associated with training volunteers and improve the quality of life for children receiving services. In a related study, Gregory (2009) demonstrated that providing student volunteers with brief video models of volunteer performance resulted in students beginning their volunteer assignments more quickly and reporting a higher frequency of self-reported positive interactions with clients than students who were not provided with video models of appropriate performance. Gregory speculated that the videos may have reduced the uncertainty and apprehension associated with starting the new volunteer role, and provided the volunteers with a demonstration of effective skills that would result in a more enjoyable experience. That is, the videos may have provided a discriminative stimulus for performance that would contact natural reinforcement (Ferster, 1967) in the service setting.

Training in Animal Shelters

Enrichment refers to any environmental alteration designed to improve the welfare of sheltered pets, and may include strategies such as the provision of toys or music, opportunities for socialization with humans and conspecifics (i.e., members of the same species), and simple obedience training. Experts in shelter veterinary medicine have posited that behavior and enrichment are every bit as important as nutrition and access to medical care (Newbury, et al., 2010). Mental stimulation and training may be the most beneficial form of enrichment. Providing training to sheltered dogs has a number of positive effects, including improved immune function (Coppola, Grandin, & Enns, 2006), increased opportunities for socialization with humans (Hubrecht, Serpell, & Poole, 1992), and improvements in performance on behavioral assessments (Menor -Campos, Molleda-Carbonell, & López-Rodríguez, 2011). Furthermore, emerging studies are demonstrating that obedience training may teach sheltered dogs the types of skills that adopters desire, thus improving adoptability (Luescher & Medlock, 2009) and decreasing unsuccessful adoptions due to undesirable behavior (Wells, 2004). Although researchers suggest that enrichment and training procedures may be implemented by shelter staff and volunteers to tremendous benefit for sheltered pets (e.g., Frommer & Arluke, 1999; Luescher & Medlock, 2009; Rohlf & Bennett, 2005; Thorn, Templeton, Van Winkle, & Castillo, 2006; Tuber et al., 1999), published literature lacks measurement of the work performance of shelter staff or volunteers as a dependent variable.

Providing training for shelter staff and volunteers may be an effective strategy for improving conditions in shelters. For instance, providing effective training in assigned job tasks for shelter staff has been proposed as a possible strategy to reduce the stress associated with working in animal shelters, a leading cause of staff and volunteer attrition (Neumann, 2010; Rank, Zaparanick, & Gentry, 2009). Furthermore, volunteer managers may be able to capitalize on volunteers' self-reported motivation to improve the welfare of sheltered animals (Ferrari, Loftus, & Pesek, 1999; Neumann, 2010), by teaching volunteers to implement simple obedience procedures (Howard & DiGennaro Reed, in press), which have been associated with improvements in adoptability for

sheltered pets (Leuscher & Medlock, 2009). Thus, shelter volunteer managers may be able to bring volunteer behavior in contact with the animal shelter's mission of saving lives while simultaneously improving animal behavior and adoptability by training volunteers to implement behavior management procedures with sheltered dogs. Training for shelter volunteers should be affordable for the organization (e.g., animal shelter) and designed to produce high integrity of training and behavior management protocols as research has demonstrated strong positive correlations between the integrity of training procedures, dog compliance, and ratings of adoptability in sheltered pets (Howard & DiGennaro Reed, in press).

Study Aims

The current studies have several aims. Study 1 attempted to address a local animal shelter's need to conserve training resources and develop an effective, cost-effective training procedure that minimized face-to-face training time. Thus, Study 1 consisted of a pilot evaluation of three preparations of live and/or video-based training procedures using a between-groups design. The study evaluated the effects of training on undergraduate student volunteers' treatment integrity of a dog walking and enrichment protocol (DWEPP). In addition, the dependent variables included performance on a knowledge assessment and ratings of training acceptability and effectiveness.

The goal of Study 2 is to evaluate the effects of a revised video-based training package on performance of actual volunteers of the animal shelter. Study 2 proposes a single case experimental design to evaluate the effects of training on the integrity of volunteer-implemented DWEPP, performance on a knowledge assessment, and training acceptability. Additionally, Study 2 proposes a cost-benefit analysis of the evaluated training packages.

Study 1

Method

Project Overview

Study 1 evaluated the effect of three variations in pre-service training on participants' correct implementation of a dog walking and enrichment protocol (DWEPP) with sheltered dogs at a large Mid-western nonprofit animal shelter. Participants were students recruited from an introductory course in child development assigned into one of three groups based on their availability to attend training. One group received traditional shelter training, consisting of a brief information session and subsequent hands-on workshop of safe handling procedures (hereafter referred to as the *Traditional Training* group). A second group was trained using only video-based training modules (hereafter referred to as the *Video Training* group). A third group attended the brief information session, then completed training with video-based training modules (hereafter referred to as the *Hybrid Training* group). These procedures are described in further detail below.

Participants

The researcher recruited 24 undergraduate students from an introductory course in child development at a large Mid-western university (see appendices A and B). The course covered basic principles of behavior analysis. Participants could earn extra credit worth up to two percent improvement in their final course grade for successful completion of all training and observation sessions. Participants could also earn certification as shelter volunteers following completion of the study. Informed consent was gained from each student prior to their participation in the study.

Results from a brief demographic and dog handling experience survey (appendix C) revealed that participants were predominantly female ($n = 22$), with a mean age of 20 years (range, 18 to 26 years). The majority of participants reported no formal history of dog handling ($n = 21$). Fourteen participants reported a history of casual dog training, and three reported a history of providing extensive obedience or skill training with a personal or family dog.

Setting

The study was conducted at a large Midwestern Humane Society (i.e., animal shelter, hereafter referred to as *shelter*). The shelter admitted 3,633 animals in 2012. Paid shelter staff

provided all basic animal care such as kennel cleaning and feeding, but limited resources prevented these staff from providing enrichment for the sheltered dogs. The shelter relied heavily on volunteers to conduct the exercise, training, and socialization of the sheltered pets.

Shelter administration identified two factors as barriers to an effective volunteer program. First, administrators estimated that the shelter trained 90 or more new volunteers each month in workshops lasting up to two hours. The exact number of volunteers trained in these workshops is unknown because the shelter did not keep records on attendance. Management also indicated that volunteer turnover was high. A review of the shelter's volunteer logs from 2011 showed that 411 adults contributed some time with the shelter. The majority of adult volunteers ($n = 283$, 68.8%) logged time with the organization for two months or less. Whether these volunteers left the organization permanently or were simply temporarily inactive is unclear, but these data suggest that a substantial portion of volunteers in this shelter contributed a small amount of time ($M = 2.76$ hr, $Mdn = 1.50$ hr) to the shelter following pre-service training.

Second, volunteer management was concerned about the quality of volunteer labor and reported that it was difficult to find well-trained volunteers to be available to deliver services as needed. Previous probes of the effectiveness of training at teaching basic dog handling skills suggested that the workshop training approach was ineffective at teaching volunteers to handle dogs safely (Howard & DiGennaro Reed, unpublished data). These results were previously shared with shelter administration, but limited training resources prevented the use of more effective forms of staff training (e.g., behavioral skills training), especially in light of the high rate of volunteer turnover.

Dependent Variables

Treatment integrity. The primary dependent variable was the extent to which participants correctly implemented a 72-step dog-walking and enrichment protocol (DWEPP). Steps of the DWEPP were categorized into five broad categories: administrative, walk preparation, leashing, behavior

management, and safety. Administrative steps ($n = 2$) included signing in and out of the volunteer log. Walk preparation ($n = 11$) included tasks such as collecting supplies necessary for safe and effective dog handling, reviewing pertinent information about the animal, and sharing information with others in the shelter about the animals. Leashing steps ($n = 7$) included steps that were necessary to safely and effectively leash the dog, including having the leash appropriately assembled before opening the kennel door, having two free hands when attempting to leash, and successfully leashing the dog before they exit the kennel. Steps related to behavior management ($n = 26$) included prompting appropriate behavior (e.g., wait), reinforcing appropriate behaviors, withholding reinforcement for inappropriate behavior, and implementing some form of skill training during time spent in the exercise yard. These steps are described in more detail below. Finally, safety steps ($n = 26$) included any steps that were necessary to preserve the health and safety of sheltered dogs, including using clean toys and sanitized hands when handling sheltered dogs, closing doors and gates to prevent lost pets, preventing contact between unfamiliar pets, and cleaning up animal waste. The full DWEP integrity observation form, including sub-category labels, can be found in appendix D.

The steps of the DWEP were developed by the researcher working with shelter administration. Steps related to safety, appropriate leashing, walk preparation, and administrative tasks were informed by the policies and practices of the shelter. Steps related to behavior management were informed by obedience training literature. Behavior management procedures included steps designed to bring the dog's behavior under instructional control, to reduce undesirable behaviors, and to increase desirable behaviors in sheltered dogs. Examples included teaching dogs to stop at doors at gates (instructional control), waiting for calm during leash pulling (extinction procedures based on the putative reinforcing effect of volunteer attention and access to yard activities), and delivery of praise, petting, and edibles for compliance with instructions. These procedures were informed by recent dog training literature and behavior management guides (Burch & Bailey, 1999; American Kennel Club, 2010; Braem & Mills, 2010).

Participant performance was scored as correct if the participant completed the entire step according to the operational definition. Performance was scored as incorrect if any or all of the step components were omitted by the participant. Steps for which prompts were required (reserved for safety concerns; e.g., prompting the participant to prevent contact between two sheltered dogs) or assistance was necessary to proceed with the observation session (e.g., participant could not correctly assemble leash and requested researcher assistance) were coded as “P.” If conditions at the shelter did not allow the participant an opportunity to complete the step (e.g., dogs did not defecate during the observation, making solid waste cleanup unnecessary), the step was scored as not applicable (“n/a”) and omitted from analysis. If the researcher was unable to capture participant performance of a step on the video footage, these steps were scored as “not on camera” (“noc”) and omitted from analysis. Failure to capture video footage occurred for 12 steps across all participants, 0.7% of all observations. Integrity of the DWEP was calculated using the following formula:

$$\frac{((\# \text{ of steps performed correctly}) - (\# \text{ of prompted steps}))}{((\# \text{ of total steps}) - (\# \text{ of “not applicable” steps}) - (\# \text{ of “not on camera” steps}))} * 100$$

Knowledge assessment. All participants completed an assessment to measure their knowledge of the DWEP and related policies and procedures. The assessment was completed immediately after training was provided. Thus, written training materials were available. Participants were not instructed to refrain from using the training materials to complete the knowledge assessment and the researcher did not prevent participants from doing so. No participants in the Traditional training group referenced training materials during the knowledge assessment. Whether participants in the Hybrid or Video training groups used training materials is unknown as knowledge assessments were completed outside of sessions. Participants did not receive feedback about their performance on the knowledge assessment at any point during the study. Performance on the knowledge assessment was calculated as the number of questions correct divided by the number of questions in the assessment, multiplied by 100 to convert to a percentage.

Video Training and Hybrid Training groups. Participants in the Hybrid Training and Video Training groups completed an electronic knowledge assessment hosted on the university's Blackboard® (www.blackboard.com) site immediately following video-based training. The knowledge assessment consisted of 20 questions randomly selected by course software from a pool of 46 possible questions. These questions were identical in format and content to questions from the study guides included as part of the video-based training modules (hereafter referred to as *Enrichment Training Guides*, described below). Participants could re-take the knowledge assessment as many times as desired, though no participants completed the assessment more than once. Following completion of the knowledge assessment, participants gained access to an online Doodle® scheduling tool to schedule an observation with the researcher. No specific performance criterion was required to schedule observations.

Traditional Training group. Participants in the Traditional Training group completed a paper and pencil version of the knowledge assessment (Appendix E) immediately following hands-on training with the volunteer coordinator. The knowledge assessment consisted of 22 questions in various formats (true/false, fill-in-the-blank, multiple-choice, and short answer) deemed by the researcher to be most critical to safe dog-walking. These questions were drawn directly from the pool of 46 questions used for the knowledge assessments of the Video Training and Hybrid Training groups.

Training acceptability. Participants were asked to rate the effectiveness and acceptability of the training procedures used to teach them to implement the DWEP immediately before and after the observation sessions (see appendices F and G). Some survey questions were adapted from the Intervention Rating Profile-15 (Martens, Witt, Elliott, & Darveaux, 1985), an instrument used to measure an interventionist's acceptability of school-based interventions. Remaining survey items were developed by the researchers. The instrument asks participants to indicate the extent of their agreement with a number of statements related to intervention acceptability and effectiveness on a

six point Likert-type scale (1 = *strongly disagree*, 6 = *strongly agree*). The sum of all ratings indicates an intervention's overall acceptability, with higher values indicating a more acceptable intervention. The training and acceptability surveys used in this study also included free response open-ended questions to provide an opportunity for qualitative feedback and suggest improvements for the trainings received.

Participants who completed Hybrid and Video training also rated the video-based training modules using a Training Acceptability Survey included in the Enrichment Training Guides. Items on the Training Acceptability Survey were similar in format to those above, consisting of five statements rated on a Likert-type (1 = *strongly disagree*, 6 = *strongly agree*), and two open ended questions to facilitate feedback from participants. The items in the Training Acceptability Survey were identical for both video-based training modules.

Experimental Design

A between-groups design was used to evaluate the effects of the training preparations on participant treatment integrity of the DWEP. Participants were assigned to one of three groups based on their availability to attend training sessions. Participants who were able to attend both the live orientation and live workshop training were assigned to the Traditional Training group (described below). Participants who were only able to attend the orientation were assigned to the Hybrid Training group, and participants who were unavailable for the initial orientation were assigned to the Video Training group.

Following group assignment, all participants received instructions detailing the steps to study participation (appendices H, I, and J) and received one of the three variations in pre-service training (described below). After training, participants completed a written knowledge assessment to evaluate the effectiveness of training packages at teaching basic animal handling and safety information and a training acceptability survey (appendix F) to assess perceived effectiveness and acceptability of pre-service training. The participants then completed a single dog-walking session. The researcher

instructed all participants to behave as if the observer was not present in an effort to reduce reactivity to observation. The researcher provided no instructions, prompting, or feedback unless intervention was required to ensure the safety of the sheltered dog, volunteer, or visitor. All sessions were recorded for later analysis. Following observation, participants completed a second training acceptability survey (appendix G) to determine if experience with dog handling affected the participants' acceptability ratings. At this time, participants also completed a dog handling history and demographics survey.

For those individuals interested in becoming regular shelter volunteers, the researcher provided additional opportunities for hands-on training and feedback to ensure safe dog handling upon request. This additional training included written and verbal feedback as well as modeling and rehearsal to address any observed performance deficits. This additional training occurred only after study observations were complete, and was not a formal independent variable in the study. Following the optional training, participants received a copy of the shelter's volunteer registration paperwork to be completed and returned to shelter administration.

Training Procedures

Traditional training. Participants ($n = 5$) in this group received the training typically provided to new shelter volunteers. It included a brief shelter orientation during which time the volunteer coordinator reviewed the shelter's volunteer manual (*available upon request*) and covered key information with new volunteers (*available upon request*). The trainer prompted volunteers to ask any additional questions about the material discussed during this time. The orientation session ended with a brief tour of the shelter with the volunteer coordinator, during which time the tour leader would identify key areas and materials used during their shifts (e.g., where to sign in, where to find supplies). The information session would last from 30 to 60 min depending on factors such as group size, trainer fluency and training history, material presented, and number of questions asked during the training.

At the end of orientation, participants received instructions informing them of the next steps in the study (appendix H). Within two to four days following orientation, participants received hands-on dog training. This one-hour training consisted of written instructions about safe dog handling and shelter policies (*available upon request*), verbal instruction on animal shelter policies and safe dog handling practices, and a demonstration of safe dog-walking. The volunteers could also ask additional questions before working independently, though none did.

Video training. Participants in this group ($n = 8$) received only video-based training and did not participate in any live training at the shelter. The researcher provided participants with a packet of training materials, including: (a) instructions for study participation (Appendix I), (b) the shelter's volunteer manual and other materials provided during hands-on training (*available upon request*), (c) access to the video-based training modules via a university Blackboard site (including training videos and Enrichment Training Guides) and knowledge assessments, and (d) a shelter tour checklist (appendix K). The instructions described the steps necessary to complete the study, and directed participants on how to access the training videos and knowledge assessment hosted on the course Blackboard site.

Video-based training module one, *Introduction to Volunteering with Dogs*, was a 10 min, 4 sec video describing the importance of shelter safety, handling sheltered dogs, encouraging appropriate behavior, and rationales for training sheltered dogs. Video-based training module two, *Walking and Teaching Dogs*, was a 36 min, 6 sec video consisting of a PowerPoint® presentation discussing walk preparation, safe and effective dog handling and training, and understanding shelter signage and communication. The training videos consisted of PowerPoint® presentations of on-screen written instructions with verbal instructions provided as a voice-over track. The training videos also included a number of picture and video models of key information, and included video models with on-screen video captions highlighting relevant features of correct performance of all items in the DWEP. Transcripts of the training videos can be found in appendices L and M.

The videos for both modules began with a prompt to complete the Enrichment Training Guide, the content of which corresponded to the information presented in the video. The Enrichment Training Guides (appendices N and O) consisted of a series of questions in various formats (true/false, fill-in-the-blank, rank ordering, and short answer) corresponding with material presented in the training videos (13 questions for video one, 35 for video two).

At the start the observation, the researcher instructed the participant to tour the shelter independently using the shelter tour checklist before formal observations began. When participants reported completion of the tour checklist form, the researcher collected all training materials from participants and asked the participants to complete the DWEP. Participants did not receive feedback on their performance.

Hybrid training. Participants in this group ($n = 11$) completed a hybrid version of the two other volunteer pre-service training packages. Participants first attended the volunteer information session at the shelter and received the volunteer manual, but did not return for hands-on training with the volunteer coordinator. Instead, the researcher provided participants with a packet of training materials, including: (a) instructions for study participation (Appendix I), (b) the shelter's volunteer manual and other materials provided during hands-on training (*available upon request*), (c) access to the video-based training modules via a university Blackboard site (including training videos and Enrichment Training Guides) and knowledge assessments, and (d) a shelter tour checklist (appendix K). The instructions described the steps necessary to complete the study, and directed participants on how to access the training videos and knowledge assessment hosted on the course Blackboard site. Following provision of the training material packet, participants in this group experienced the same conditions as those described for participants in the Video Training group above.

Interobserver Agreement

To assess interobserver agreement (IOA), two observers independently reviewed session videos and scored participant performance of the DWEP for 36.5% of participants (40% of

Traditional Training group participants, 36% of Hybrid Training group participants, 37.5% of Video Training group participants). IOA was calculated as the number of instances of agreement divided by agreements plus disagreements, multiplied by 100 to yield a percentage. An agreement was defined as each observer independently scoring the participant's performance of a step of the DWEP with exact correspondence (i.e., both scored the step as performed correctly, incorrectly, not applicable, not on camera). IOA averaged 90% across all groups (Traditional Training: $M = 91\%$, range, 86% to 96%; Hybrid Training: $M = 89\%$, range, 84% to 93%; Video Module: $M = 91\%$, range, 87% to 97%).

Results and Discussion

Dependent Variables

DWEP integrity. Figure 1 depicts participants' DWEP integrity (i.e., percent correct implementation) organized by training group. Participants in the Traditional Training group demonstrated the poorest integrity of the DWEP, correctly performing an average of only 49.9% of steps correctly ($SD = 7.2\%$; range, 38.6% to 58.3%). Participants in the Hybrid Training group implemented the DWEP with the next highest level of integrity ($M = 69.2\%$, $SD = 12.0\%$; range, 49.2% to 88.1%). Participants in the Video Training group implemented the DWEP with the highest integrity ($M = 72.3\%$, $SD = 14.9\%$; range, 54.2% to 90.6%). Results also indicate overlap in the performance of participants in the two groups that experienced the video-based training (i.e., the Video Training and Hybrid Training groups).

Similar findings were observed when analyzing DWEP integrity by sub-category of step type. Figures 2 through 6 and Table 1 present these data, organized by group. Participants in the Traditional Training group demonstrated the poorest average integrity in all subcategories of the DWEP (Administrative: $M = 0\%$, $SD = 0\%$; range, 0%; Preparation: $M = 69.1\%$, $SD = 13.8\%$; range, 54.5% to 81.8%; Leashing: $M = 45.7\%$, $SD = 12\%$; range, 28.6% to 57.1%; Behavior Management: $M = 23.6\%$, $SD = 15.2\%$; range, 0% to 40%; Safety: $M = 78.0\%$, $SD = 3.5\%$; range, 75% to 82.4%). Participants in the Hybrid Training group performed tasks with the next highest average integrity

overall, but performed preparation and safety sub-categories with the highest average integrity of any group (Administrative: $M = 27.3\%$, $SD = 41.0\%$; range, 0% to 100%; Preparation: $M = 90.1\%$, $SD = 10.3\%$; range, 72.7% to 100%; Leashing: $M = 57.1\%$, $SD = 15.6\%$; range, 58.6% to 85.7%; Behavior Management: $M = 52.6\%$, $SD = 22.7\%$; range, 24.0% to 88.0%; Safety: $M = 86.3\%$, $SD = 12.1\%$; range, 66.7% to 100%). Participants in the Video Training group performed tasks with the highest average integrity, and also performed administrative, leashing, and behavior management tasks with the highest average integrity of any group (Administrative: $M = 62.5\%$, $SD = 35.4\%$; range, 0% to 100%; Preparation: $M = 88.6\%$, $SD = 9.4\%$; range, 72.7% to 100%; Leashing: $M = 69.6\%$, $SD = 9.2\%$; range, 57.1% to 85.7%; Behavior Management: $M = 55.4\%$, $SD = 30.5\%$; range, 23.8% to 96.0%; Safety: $M = 85.0\%$, $SD = 8.3\%$; range, 72.2% to 92.7%).

Knowledge assessment. All participants completed a knowledge assessment to assess their understanding of the DWEP and related policies and procedures prior to handling the sheltered dogs. Participants in the groups using the video-based training (Hybrid Training and Video Training groups) completed an electronic knowledge assessment hosted through the course Blackboard® site, consisting of 20 questions. Participants in the Traditional training group completed a paper version of the assessment, consisting of 22 questions. Participants in the Traditional Training completed an average of 83.2% of the 22 questions correctly ($SD = 3.4\%$). Participants in the Hybrid Training group completed an average of 93.9% of their 20 random questions correctly ($SD = 5.0\%$); participants in the Video Training group completed an average of 93.2% of their 20 random questions correctly ($SD = 3.7\%$).

Training acceptability and effectiveness ratings.

Post-training effectiveness ratings. Participant responses on the Volunteer Training Satisfaction Survey were obtained to assess the acceptability and perceived effectiveness of the procedures used to train them to implement the DWEP. Participant responses are summarized in Table 2, organized by group. Participants in all groups indicated high levels of agreement to a

statement regarding the clarity of training goals as well as clarity of the information presented.

Participants in all groups indicated high levels of agreement to a statement regarding their ability to safely handle sheltered dogs and their comfort in doing so independently. All participants indicated that they knew how to read kennel signage, encourage good behavior in sheltered dogs, which dogs could and could not be walked, and where to find necessary supplies. Participants generally agreed that the training prepared them to handle sheltered dogs, and that it was important to complete the training prior to dog handling. Finally, participants indicated that they would be willing to complete the training again, and would recommend the training to others.

Post-observation effectiveness ratings. Following their observation, participants completed another Volunteer Training Satisfaction Survey to assess whether experience in their dog walking tasks would alter their previous reports of the effectiveness of training, as well as to assess the acceptability of being recorded while handling sheltered pets. Participant responses are summarized in Table 3, organized by group. Ratings for all groups were generally high. Participants indicated that they handled the dogs safely and encouraged good behavior during their observations. Participants also reported that they knew where to find and read necessary shelter information during their visit, and felt confident in handling the sheltered dogs. Finally, participants agreed that it was important to receive feedback about their performance, and that they would be willing to receive feedback again in the future. Participants also reported high agreement with the statement that shelter volunteers should be observed and receive feedback as part of routine pre-service training.

It is worth noting that disparities in participant reports when comparing the surveys both before and after the observation. Participants reported increased ratings of comfort with working with sheltered dogs in post-observation surveys. However, minor decreases in ratings emerged in the participants' report of safe dog handling following observation, and larger differences emerged in ratings related to effective behavior management, namely whether the participants were capable of encouraging good behavior from the dog. Results are summarized in Table 4, organized by group.

These reports suggest that participants initially over-estimated their abilities to safely and effectively handle the shelter dogs and lower post-observation reports may reflect a skill deficit that is only apparent with experience. Further, four volunteers who experienced Hybrid or Video training suggested that adding a hands-on component (in-shelter instruction or demonstration, or shadowing an established trainer) to bridge the gap between video training and independent work would have made them feel more comfortable or improved their performance of the dog walking task.

Enrichment training guides. Participants in the groups completing video-based training were asked to indicate the extent of their agreement with statements of the acceptability of the video-based training modules using a six point Likert-type scale (1 = *strongly disagree*, 6 = *strongly agree*). Ratings are summarized in Table 5, organized by training group. Participants rated statements related to clarity of learning objectives and success in teaching those objectives positively for both modules. Participants also indicated that the information presented in the videos was important for new volunteers, that the format of video-based training was convenient for them, and that the Enrichment Training Guide focused on important concepts from the video-based training modules.

The current study adds to the literature in two ways. First, it provides an experimental demonstration of the beneficial effects of behavioral training strategies using technology on the performance of a dog walking protocol. Specifically, this study documented that antecedent training procedures (i.e., specifying the desired skills to be performed, verbally describing the skills and rationale for their importance, providing a written summary of the skills, and demonstrating the performance skills) delivered via video-based training can effectively increase integrity. Moreover, these findings demonstrated that DWEP integrity was higher in the video training condition than traditional training. By developing the DWEP and a training package to teach those steps, the current study provides a guide by which volunteer managers can develop performance-based training techniques for use in their own organizations for improving volunteer integrity of job tasks. If

combined with on-the-job coaching and feedback, the video training used in the current study could comprise a cost-effective behavioral skills training package.

Although a formal cost-benefit analysis was not conducted, estimates of the time and costs to develop and deliver the trainings reveal potential benefits that also contribute to the literature. Not only was the video-based training package more effective at training participants to correctly implement the DWEP, the adoption of video-based training may also be more resource-efficient for the organization. Creating the video-based training package required specialized skills, software, and approximately 20 hrs to create, but now has unlimited reproducibility with little cost to the organization. Traditional training lasted between one and a half to two hours for groups of five to six volunteers. If video training was adopted in lieu of live training, the organization could begin saving money in as little as thirteen training sessions. This could allow the organization to reallocate training resources for other tasks, which may represent a long-term savings of training resources. There may also be a number of other benefits associated with adopting video-based training, including increased training convenience, reduced training variability, and sustainability of the volunteer program during periods of high staff turnover.

There were a number of methodological limitations that should be addressed in future research, which is proposed in Study 2. First, the amount of time necessary to create the video materials, to provide training, and to provide feedback was not measured in the current study, making a formal cost-benefit analysis training preparations impossible. Next, the integrity of the independent variable (e.g., training procedures) was not measured. Third, the number of participants was not held constant between groups, which may inflate performance averages. Finally, the current study used an abundance of forms that were both not standardized (e.g., different formats of knowledge assessments for Traditional training and video-based training groups) and were potentially redundant (e.g., ratings before and after training, in Enrichment Training Guides). Given these limitations, the purpose of Study 2 was to evaluate the effectiveness of a video-based training package with actual

shelter volunteers. Since the results of Study 1 suggested little difference between Hybrid training and Video training on DWEP integrity, Study 2 compared only the effect of live training and video-based training. Study 2 also included standardized knowledge assessments for all participants as well as a single Acceptability and Effectiveness survey, delivered at the conclusion of the study.

Study 2

Method

Participants

Three shelter volunteers were recruited via the shelter's social networking sites for participation (appendix P). Participant inclusionary criteria included no formal history of professional dog handling or training, no history of volunteering with the shelter, availability for at least eight observation sessions spanning three weeks, and the physical capability of handling sheltered dogs without assistance. Prior to the start of observations, all participants completed a demographic and dog handling survey (appendix Q) and provided informed consent prior to participating in the study.

Bascom was a 25-year-old female graduate student in the geology department at a large local university. She reported that she had previously owned and trained dogs to complete simple tricks, but did not own or handle dogs at the start of the study. Bascom also reported a brief history of working in a pet store, though training and handling were not among her assigned duties.

Teddy was a 55-year-old female social worker. She reported that she currently owned dogs and had trained them to do very simple tricks, but had never professionally handled dogs. During the course of the study, Teddy revealed a phobia of large dogs, and had sought out the volunteering experience as a way to overcome her fear.

Imelda was a 55-year-old self-employed caterer. She reported that she currently owned a dog that she had adopted from the shelter, but had never volunteered or worked professionally with dogs. During the course of the study, Imelda revealed that she had sustained a significant traumatic brain injury that interfered with her short-term memory and ability to learn new material.

Dogs handled during the study were all adoptable dogs sheltered in the research setting. Participating dogs were considered available for adoption, indicating that were both healthy and had displayed no warning signs for aggression during the shelter's behavioral assessment. Because dogs with health and behavioral concerns were also housed in the same area, the researcher conducted a daily canine census to ensure that any dogs handled by the volunteers were deemed safe to handle.

Setting

The study was conducted at a large Midwestern shelter described in Study 1. The shelter had discontinued the position of volunteer coordinator following observations in Study 1, and all volunteer training and management was arranged by the shelter's Director of Operations. Citing significant difficulties arranging volunteer training, the shelter discontinued the majority of their live training and relied heavily on indirect training methods (a written packet of volunteer information) combined with a brief on-site instruction and demonstration training provided by an Animal Care Associate (ACA). ACAs are responsible for providing basic care to sheltered dogs, as well as arranging visits with potential adopters, and the responsibility for training volunteers had only recently been added to their job responsibilities. The shelter has developed a training outline to be used by ACAs, but the shelter reported that it did not teach ACAs how best to train volunteers. Shelter training materials (i.e., information packet and ACA training outline) are available upon request.

On average, the shelter housed up to 500 dogs at a time. The dogs handled in the current study lived in kennels measuring approximately 1.1 m x 2.6 m in an area of the shelter where they were available for adoption. As part of each session, volunteers walked the dogs to a fenced outdoor exercise area measuring 18.9 m x 49.4 m and allowed the dogs to exercise briefly. Session length was carefully controlled by the researcher and lasted no more than 15 minutes to protect volunteers and sheltered dogs from summer heat.

The researcher was present and worked closely with the volunteers during all sessions, and participants were asked to refrain from volunteering outside of research sessions until the conclusion of the study. All sessions were recorded for subsequent analysis using a handheld video camera (JVC Everio, model GZ-HM30AU). All supplies necessary for correct performance of the DWEP (clean leashes, clean toys, treats, poop bags, clothes pins, and kennel cards) were stocked and arranged in the shelter's dog walking supplies area by the researcher prior to every session.

Dependent Variables

DWEP integrity. The primary dependent variable was the extent to which the volunteers correctly implemented the DWEP. The DWEP integrity observation form (appendix R) was revised from Study 1 to reflect small changes in shelter protocol or study methodology, including: (a) “collect poop bag” added, (b) “checked walked list” changed to “reviewed volunteer information board,” (c) “place and leave clothes pin on dog information card” revised to two separate steps, (d) “chooses a size appropriate for new volunteers” revised to “chooses an available dog” for repeated observation methodology. Volunteer performance was scored in the same manner described in Study 1 (correct, incorrect, not applicable, or not on camera). Integrity of the DWEP was calculated using the following formula:

$$\frac{((\# \text{ of steps performed correctly}) - (\# \text{ of prompted steps}))}{((\# \text{ of total steps}) - (\# \text{ of “not applicable” steps}) - (\# \text{ of “not on camera” steps}))} * 100$$

Knowledge assessment. Immediately following Training-as-Usual and Video-Based Training, all participants completed a brief 10-item assessment to assess their knowledge of the DWEP and shelter protocols. Two knowledge assessments were developed for the study (Appendices S and T). The content of the questions was the same for both assessments, but questions and answers were modified between the two forms. To mitigate test-retest practice effects, participants received different versions of the knowledge assessments at the start of each training condition; the knowledge assessments were counterbalanced among participants to minimize order bias. Participants did not

access any training materials during the knowledge assessment. Performance on the knowledge assessment was calculated as the number of questions correct divided by the number of questions in the assessment, multiplied by 100 to convert to a percentage.

Training acceptability. Volunteers completed a revised Training Acceptability and Effectiveness Survey (appendix U) at the conclusion of the study to assess the acceptability of the methods used to train the DWEP. Fourteen questions were adapted from the IRP-15 (Martens, et al., 1985), described in Study 1. These questions asked respondents to indicate the extent of their agreement on a six point Likert-type scale (1 = *strongly disagree*, 6 = *strongly agree*) to statements regarding the acceptability and effectiveness of each of the training methods used throughout the study. Higher ratings indicated a more acceptable intervention. Five questions asked the volunteers to select between preferred options, and volunteers were provided an opportunity to give qualitative feedback and suggest improvements for the training they received. This instrument was similar to the volunteer satisfaction survey used in Howard and DiGennaro Reed (in press).

Costs. To better determine costs of each of the training methods as well as the benefits produced by the training, the amount of time required to produce and implement training with shelter volunteers was assessed. This included: (a) the time necessary to create the training video and supplemental materials, (b) the estimated time reported by the shelter to create their own live training package, (c) the duration of training time required to implement the training procedures, and (d) the duration of feedback provided at the start of the Coaching condition. The cost of all materials necessary to create the training video (i.e., video software, camera, and audio equipment) was also calculated. The benefit to the shelter was evaluated by considering the amount of face-to-face time required to implement training, the integrity of volunteer performance produced, and shelter administrations' preference for training.

Experimental Design and Training Procedures

A concurrent multiple-probe design across three participant volunteers was used to evaluate the effects of training on participant DWEP integrity. To mimic how training may occur in the setting, the study used a sequential application of least-to-most resource intensive methods of volunteer training. Participant performance was assessed in the following conditions: (a) Training-as-Usual, the shelter's current standard volunteer training, (b) Video-Based Training, a completely revised and re-produced video-based training package based on the content from Study 1, and (c) Coaching. In the interest of participant safety, the study did not use a completely naïve baseline condition. Instead, the first condition of the study included training typically provided to new volunteers in the shelter.

Training-as-usual. Prior to observations in this condition, all participants received the shelter's basic volunteer information packet and attended the same live training session with a shelter staff member. The staff member provided verbal instruction and demonstration of how to sign in to the volunteer log, read kennel information cards, and walk sheltered dogs. Following this training, all participants completed the demographic survey and a knowledge assessment. Participants did not receive feedback about their performance on the knowledge assessment.

During observations, the researcher instructed all participants to behave as if the observer was not present. Volunteers were provided with no instructions, prompting, or behavior-specific feedback on any steps of the dependent variable unless intervention was required by the observer to ensure the safety of the sheltered dog, volunteer, or another person. The researcher did not answer participants' questions about performance, and instead encouraged the participants to "do your best" or "do what you learned in training." All sessions were video recorded for later analysis. At the end of each session, the researcher provided general praise (e.g., "thank you for coming today!") to help guard against study attrition. Observations continued until participant performance stabilized (defined as three consecutive data points within 15 percentage points) or showed a decreasing trend.

Video-based training. At the start of this condition, participants were provided with access to the revised Video-Based Training package (appendices V and W). To help ensure learner comprehension, the language of the training video was clarified and simplified. The final video script was scored by Microsoft Word® as having a Flesch-Kincaid Reading Level of 7.7, indicating that individuals with an eighth grade reading level could comprehend the training material.

Given the length of the finished video, and the shelter's desire to host videos on YouTube® for use in training, the videos were broken into seven smaller training videos. The videos included on-screen written instructions and images, captions, narrated verbal instructions corresponding to the on-screen material, and two or more examples of all steps of the DWEP. The final video in the series included a start-to-finish example of correct dog handling. Total length of all training videos was 76 min 11s. Participants watched these videos on the researcher's laptop computer in an empty storage room as space became available.

The video-based training package also included a revised Training Study Guide (appendix W). The Training Study Guide included a set of introductory instructions and an outline of the training videos, maps of the interior and exterior of the shelter, including labels of all locations described in the videos. The Training Study Guide was primarily comprised of 45 mixed-format assessment questions (i.e., true/false, multiple choice, fill-in-the-blank, short answer) corresponding with material in the video. These questions were designed to highlight salient features of the training, as well as to ensure that the participants attended to the training material. Participants completed the Training Study Guide as they watched the video. Participants who did not answer all questions in the guide were encouraged to do so, but participants received no other training or instructions. Following training, all participants completed a knowledge assessment but did not receive feedback on their performance.

All other contingencies remained the same as in Training-as-Usual. Participants were reminded at the start of the condition that the researcher would provide no instructions or feedback

and would only intervene for the safety of the sheltered dog, volunteer, or another person. Any participants' questions about performance were not answered; instead, the researcher encouraged the participant to "do your best" or "do what you learned in training." At the end of each session, the researcher provided general praise (e.g., "thank you for coming today!") to help guard against study attrition. Observations continued until participant performance stabilized (defined as three consecutive data points within 15 percentage points) or showed a decreasing trend.

Coaching. In the absence of mastery, defined as three consecutive sessions with at least 85% integrity and no safety errors, participants received on-the-job coaching. Prior to the first observation in this condition, the experimenter delivered verbal feedback regarding the participant DWEP in the Video-Based Training condition. Feedback included either positive feedback or corrective feedback with suggestions for future behavior and a rationale for correct implementation. Positive feedback included identification of and/or verbal praise for steps performed correctly (e.g., "you leashed the dog with no problem – great job!"). Corrective feedback included identification of all steps of the DWEP performed incorrectly, as well as suggestions for future performance, and a rationale for implementation (e.g., "You forgot to stop and tell the dog to wait before walking through doors and gates. Remember that this can help the dog learn not to rush through gates.") Corrective feedback also included a sample of correct performance – for instance, showing volunteers how to assemble and hold the leash while leashing. Volunteers were provided with an opportunity to ask any additional questions about the feedback prior to the start of observations.

During observations, the experimenter provided coaching in the form of immediate in-vivo corrective feedback for steps performed incorrectly using a three-step process. The first step consisted of an open-ended prompt to remind the volunteer of correct performance (e.g., "Oops, you're forgetting something – do you know what it is?"). If the volunteer self-corrected, the researcher delivered verbal praise and the observation continued. If the participant was unable to self-correct, the researcher provided a verbal description of correct performance (e.g., "You forgot to close that

gate and teach before walking through”). In the event that the participants did not emit correct behavior following the two lesser intrusive prompting levels, the researcher asked the participant to relinquish control of the dog while the researcher modeled appropriate behavior. The model of correct performance included verbal descriptions of correct behavior (e.g., “Watch how I get my leg into the kennel and use it to block the dog. This lets you get the leash on before the dog gets out of the kennel.”).

This prompting procedure was used only as safety allowed. For instance, if the participant was about to commit a safety error, the researcher would immediately offer a verbal prompt to protect the safety of both volunteer and dog. If offering prompts would create a safety hazard (for instance, during leashing), the researcher did not offer prompts and instead delivered feedback at the next available moment. Following each observation in this condition, participants received positive and corrective feedback on their performance. Observations and post-observation feedback continued until participants demonstrated stable criterion performance (85% or better integrity with zero safety errors) on three consecutive observations. When participants met mastery criteria, the researcher stopped providing specific instructions, in-session or post-session feedback and instead offered behavior-general praise (i.e., “you did great!”) following each observation.

Follow-Up. Participants returned to the shelter for an observation between seven and eight days following the last observation in the Coaching condition. Prior to the observation, the researcher informed participants that they should do their best, but that the researcher would not provide instructions or feedback and would offer assistance only to ensure safety. All participants verbally reported that they had not volunteered in the shelter in the time between the last observation and the follow-up observation; a review of the volunteer log corroborated these reports. Following the observation, participants completed the training effectiveness and acceptability survey and then were allowed to ask any questions about the nature of the study.

Interobserver Agreement

To assess interobserver agreement (IOA) of the dependent variable, two observers independently reviewed session videos and scored performance for all volunteers in 33% or more of all sessions across all conditions. IOA was calculated as the number of instances of agreement divided by agreements plus disagreements, multiplied by 100 to yield a percentage. Agreement was defined as each observer independently scoring the participant's performance of a step of the DWEP with exact correspondence (i.e., both scored the step as performed correctly, incorrectly, not applicable, prompted by the researcher, or not on camera). The reliability observer was trained to score session video using videos from Study 1 until the IOA observer scored volunteer performance with 90% correspondence or better on two consecutive videos. IOA averaged 89.4% across all volunteers for all conditions (range, 79.5% to 95.9%). See Table 7 for detailed interobserver agreement results.

Procedural Fidelity

To assess procedural fidelity, the researcher scored implementation of the training procedures used in the study in three ways. First, the fidelity of the training provided in the Training-as-Usual condition was evaluated using a task analysis created from the shelter's volunteer training objectives ($N = 41$, see appendix X) to determine if the trainer correctly implemented the shelter's training for this condition. Fidelity was calculated as the number of steps implemented correctly divided by the number of steps in the task analysis, multiplied by 100 to create a percentage. The Animal Care Associate delivered training as usual with 31.7% fidelity according to the shelter's training objective

The trainers' performance during the Training-as-Usual condition was also scored using the DWEP observation form to determine with what fidelity the trainer demonstrated DWEP for volunteers. Similar to scoring for participants, the trainer's performance was scored as correct if the trainer completed the entire step according to the operational definition, incorrect if any or all of the step components were omitted, not applicable ("n/a") if conditions at the shelter did not allow the participant an opportunity to complete the step, or "not on camera" ("noc") if the researcher was

unable to capture participant performance of a step on the video footage. Trainer integrity of the DWEP was calculated as the number of steps demonstrated correctly divided by the number of possible steps (total steps minus steps not on camera and steps not applicable), multiplied by 100 to yield a percentage. The Animal Care Associate conducted training with 60.3% fidelity according to the DWEP observation form.

Second, the researcher monitored whether participants fully engaged with training materials during the Video-Based Training condition. Participants watched the training videos in the presence of the researcher and completed the study guide. If any questions were left blank, the researcher prompted the participant to complete the question. The researcher offered no other instructions related to the DWEP or knowledge assessments during this condition. Fidelity was scored as to whether the participant watched all seven video clips and completed the corresponding questions in the study guide. Fidelity was 100% for this condition.

At the start of the Coaching condition, footage of the researcher's feedback session was scored to determine the extent to which feedback was accurately delivered to the participants. A task analysis was created for researcher behavior (Appendix Y), including providing praise for steps performed correctly, identifying steps performed incorrectly and describing correct performance and a rationale, and offering an opportunity for the participant to ask questions. Fidelity was scored as the researcher correctly implementing each step of the task analysis as described (correct), or performing the step incorrectly through omission. Fidelity was calculated as the number of steps performed correctly over all possible steps, multiplied by 100 to create a percentage. Fidelity for the Coaching pre-observation session was 100%.

Finally, the behavior of the researcher during all observations was self-recorded to determine if the independent variable was implemented as indicated for the condition. To measure procedural fidelity for each condition, a task analysis was created for researcher behavior (Appendix Y), including correctly implementing the script for the condition, delivering no feedback during

conditions without feedback, providing prompting as described within session (e.g., open ended prompt, followed by verbal description, and finally a model prompt) for the coaching condition. Fidelity was scored as the researcher correctly implementing each step of the task analysis as described (correct), performing the step incorrectly (through omission or commission), or not applicable if conditions of the shelter did not create an opportunity for performance (e.g., participant required no modeling prompts, participant asked no questions about the DWEP). Fidelity was calculated as the number of steps performed correctly over all possible steps, multiplied by 100 to create a percentage. Fidelity averaged 98.8% for all participants and all conditions (Bascom: $M = 97.9\%$; range, 87.5% to 100%; Teddy: $M = 98.9\%$; range, 87.5% to 89.4%; Imelda: $M = 98.7\%$; range 87.5% to 100%).

An independent observer reviewed the performance of the researcher while scoring IOA for the dependent variable using the fidelity observation form and scored whether the experimenter accurately implemented the independent variable as indicated for the condition. Agreement between observers was defined as both individuals recording the performance of the researcher with exact correspondence and calculated as the number of agreements divided by agreements plus disagreements, multiplied by 100 to create a percentage. IOA for the independent variable averaged 96.9% across all participants for all conditions (range, 66.0% to 100%). See Table 8 for detailed interobserver agreement results.

Results and Discussion

Dependent Variables

DWEP integrity. Correct implementation of the Dog Walking and Enrichment Protocol (DWEP) implemented during each dog walking observation are presented in Figure 7, organized by training dyad. Following the shelter's training in the Training-as-Usual condition, participants demonstrated poor implementation of the DWEP and implemented an average of only 55.2%

integrity (Bascom: $M = 57.2\%$; range, 55.6% to 61.7%; Teddy: $M = 54.4\%$; range, 51.5% to 57.1%; Imelda: $M = 53.5\%$; range, 45.9% to 58.6%). Performance improved for all participants following the addition of Video-Based Training ($M = 75.3\%$), though there was wide variability and decreasing trends in integrity for all participants (Bascom: $M = 83.1\%$; range, 68.3% to 91.7%; Teddy: $M = 75.0\%$; range, 61.3% to 89.4%; Imelda: $M = 67.8\%$; range, 60.3% to 82.0%). No participants were able to meet mastery criterion (85% integrity with zero safety errors for three consecutive observations) with video-based training. Adding coaching produced the highest average performance for all participants, with two of three participants reaching mastery criterion (Bascom: $M = 95.1\%$; range, 88.9% to 96.7%; Teddy: $M = 91.7\%$; range, 88.9% to 96.7%; Imelda: $M = 81.7\%$; range, 78.8% to 85.5%). Imelda was unable to continue working in the coaching condition due to a sudden family health emergency. High integrity performance maintained at the follow-up observation (occurring between 7 and 9 days after the last observation in the coaching condition) for all participants (Bascom: 96.9%; Teddy: 89.4%; Imelda: 95.4%).

Figure 8 presents integrity of each sub-category of the DWEP, organized by participant and condition. Administrative steps ($n = 2$) included signing in and out of the volunteer log at the start and end of each shift. While these steps may seem only tangentially related dog handling, administrative steps were included in the DWEP for three reasons. First, tracked volunteer hours was one form of data that the shelter used to apply for nonprofit grant money to run the shelter and provide care for animals. Second, difficulty with recording volunteer hours had previously been associated with tense exchanges between shelter staff members and volunteers – that is, volunteers needed assistance, but created another demand on shelter staff who were otherwise engaged in providing customer service. Teaching volunteers to use the volunteer log independently reduced opportunities for negative interactions between shelter staff and volunteers. Last, and most importantly, correct use of the volunteer log became a “gatekeeper” step that helped shelter staff identify trained shelter volunteers. That is, staff were trained to intervene with any unfamiliar

individuals in the shelter that were not previously seen signing into the volunteer log or who were not wearing a name tag. Participants made no errors in administrative steps in any condition of the study ($M = 100\%$).

Walk preparation steps included tasks such as collecting all necessary supplies for working with sheltered dogs (leash, clean toy, treats, poop bags), reading necessary shelter information (volunteer information board, kennel cards), and entering and exiting the shelter through the shelter-designated entrance. These steps were important for safe and effective dog handling because they reduced the opportunity for mistake and errors. For instance, reading kennel cards informed participants which dogs were deemed safe to handle and choosing the appropriate kennel entrance door reduced the likelihood of on the dog jumping on visitors and other dogs in other parts of the shelter. Participants also performed steps related to walk preparation ($n = 12$) with high integrity and consistency throughout the study (Training-as-Usual: $M = 93.4\%$, range, 86.6% to 100%; Video-Based Training: $M = 97.0\%$, range, 96.2% to 98.3%; Coaching: $M = 93.1\%$, range, 89.9% to 100%; Follow-Up: $M = 100\%$).

Leashing steps included tasks necessary to safely transfer the dog from kennel to leash and back to kennel while maintaining safety (such as leashing the dog with free hands, preparing the leash before opening kennel door, providing dog with a treat before unleashing to reduce likelihood of dog attempting to escape the kennel, etc.). In the Training-as-Usual condition, participants performed leashing steps ($n = 7$) with poor integrity ($M = 53.6\%$, range, 32.1% to 85.7%). Leashing performance improved following the addition of Video-Based Training ($M = 65.4\%$, range, 57.1% to 70.5%), and then further improved with the addition of coaching ($M = 83.4\%$, range, 75.0% to 94.3%). Leashing integrity remained high at follow-up observations ($M = 95.2\%$, range, 85.7% to 100%).

Safety steps ($n = 26$) included tasks meant to ensure the safety of the volunteer, sheltered dogs, and shelter visitors. These steps included tasks such as decreasing the spread of illness between

sheltered pets (e.g., cleaning solid waste, sanitizing hands between dogs) or maintaining physical safety of sheltered pets (preventing contact between sheltered dogs and other dogs or humans, shutting gates and barriers to keep sheltered dogs in the shelter, using no unnecessarily intrusive training methods). Participants performed safety-related steps with high integrity throughout the study (Training-as-Usual: $M = 86.5\%$, range, 73.8% to 94.1%; Video-Based Training: $M = 91.4\%$, range, 87.5% to 94.5%; Coaching: $M = 88.4\%$, range, 79.1% to 97.3%; Follow-Up: $M = 91.9\%$, range, 85.7% to 100%).

Last, behavior management steps ($n = 26$) referred to any portion of the DWEP designed to decrease problem behavior or increase an appropriate alternative desirable behavior in sheltered dogs. Goals of behavior management included teaching the dog to walk calmly on a leash without pulling, bringing a wait/stop response under instructional control, toileting outside, and learning simple skills or providing socialization to the dog. In the Training-as-Usual condition, participants implemented behavior management steps with poor integrity ($M = 34.7\%$, range, 19.1% to 60.9%). Implementation of behavior management steps improved following the addition of Video-Based Training ($M = 55.1\%$, range, 33.8% to 70.9%), then further improved with the addition of coaching ($M = 84.6\%$, range, 79.5% to 94.4%). Implementation remained high at follow-up observations ($M = 92.0\%$, range, 80% to 100%).

Knowledge assessment. All participants completed a 10-item knowledge assessment covering shelter policies and safe handling practices following training in the Training-as-Usual and Video-Based Training conditions. Participants performed poorest on the knowledge assessment in the Training-as-Usual condition, with an average of 73.3% of questions answered correctly (range, 60% to 90%). Common errors included dress code (which was trained incorrectly by the Animal Care Associate), steps related to walk preparation, and target behaviors to teach to replace undesirable behavior. Performance on the knowledge assessment improved following Video-Based Training, with an average of 96.6% of questions answered correctly. The only error that occurred on

the knowledge assessment was one participant who again incorrectly identified the dress code, though her answer was identical to performance on the first knowledge assessment.

Training acceptability. Participants in Study 2 reported agreement with statements that all methods of training in the current study taught them to safely handle and encourage good behavior in sheltered dogs, (Training-as-Usual: $M = 4.33$, $SD = .58$; Video-Based Training: $M = 4.50$, $SD = .58$; Coaching: $M = 6.00$, $SD = 0$). Participants indicated agreement with the need for training before handling sheltered pets ($M = 6.00$, $SD = 0$), and indicated that they would use video-based training for other shelter jobs ($M = 6.00$, $SD = 0$), as well as recommend video-based training to other volunteers ($M = 5.75$, $SD = 0.50$). Overall, coaching was very well received, with participants indicating that they would be willing to both receive coaching again as well as recommend it for other volunteers in the future ($M = 6.00$, $SD = 0$).

Participants reported that they felt comfortable working independently with sheltered dogs ($M = 5.50$, $SD = 0.58$). Participants also reported that the procedures described in training were important, both for keeping sheltered dogs safe ($M = 6.00$, $SD = 0$), as well as for improving the behavior of sheltered dogs ($M = 6.00$, $SD = 0$). Participants also generally agreed that they knew how to improve the behavior of sheltered dogs ($M = 5.50$, $SD = 0.58$) and decrease behaviors that would prevent dogs from being adopted ($M = 5.50$, $SD = 0.58$). Finally, all participants strongly agreed that they would recommend volunteering for others ($M = 6.00$, $SD = 0$).

Participants were also asked to choose the best training method for different tasks in four open-ended questions. When asked which training was best for teaching them to safely handle sheltered dogs, all participants selected some variation that included the video-based training. Two participants selected all of the training conditions (Bascom: Video-Based Training; Teddy: Training-as-Usual with Video-Based Training with Coaching; Imelda: Training-as-Usual with Video-Based Training with Coaching). When asked which training was best for teaching them to improve the behavior of sheltered dogs, all participants selected Coaching. When asked which training was most

preferred, all participants included Coaching in their response, two participants also included Video-Based Training (Bascom: Video-Based most preferred, then Coaching; Teddy: Coaching; Imelda: Video-Based Training with Coaching). Finally, when asked which method of training would be most important for future volunteers, two participants indicated Coaching and the third indicated a combination of Video-Based Training with Coaching.

High ratings of the acceptability of coaching – namely feedback – are consistent with previously published staff-training research (DiGennaro Reed et al., 2010; Howard & DiGennaro Reed, in press). Furthermore, participants in Study 2 also offered a combination of feedback and video-based training as a preferable future training package for other volunteers. These reports may have been influenced by the arrangement of training conditions in the current study, as participants worked with sheltered dogs for many observations before receiving feedback. If so, the participants' reports are consistent with previous studies, which show that staff prefer immediate feedback over delayed feedback (Reid & Parsons, 1996). All volunteers disclosed in discussion with the researcher that working with sheltered dogs without feedback was aversive, and that feedback made them feel more confident in dog handling than working without feedback. Further, all volunteers attempted to recruit feedback from the researcher at some point in the study through questions about performance of the DWEP or another shelter protocol.

Some of the results of the current study are also inconsistent with previous findings. Macurik and colleagues (2008) reported that staff slightly preferred a live-workshop format of training to video-based training. In Study 2, participants reported a clear preference for video-based training over live training, and were far more likely to indicate select the video-based training as the more effective, more preferred training modality. This disparity highlights the importance of conducting future research on the effectiveness of and preference for video-based training.

Cost. A cost/benefit analysis of the training methods used in this study was conducted to assess the value of each training method. First, the amount of time to develop and prepare the

trainings was estimated. Shelter administrators reported that revising the volunteer training into the current format (i.e., Training-as-Usual) required approximately 18 hrs, including 6 hrs of meeting with middle management to discuss training changes, 6 hrs to create, revise, laminate, and distribute new training materials, and 6 hrs to provide training to the current staff (with training lasting between 2 and 3 hrs per group of animal care associates trained). The amount of time necessary to prepare video-based training was 31.25 hrs, including 2.5 hrs with shelter administration to discuss revisions, 3 hrs to revise the video script, 4 hrs to produce video slides using Microsoft PowerPoint®, 3.5 hrs to narrate the video, 2 hrs to revise the Training Study Guide, and 16.25 hrs to compile all materials into Camtasia® video software and produce new training videos.

Although creation of the video-based training package used in Study 2 required approximately 13.25 hrs longer to create than the live shelter training, adopting video-based training may ultimately save the shelter money. Live training required between 30 and 50 min with a shelter staff member, required that the staff member receive lengthy training with a supervisor, and resulted in wide variability in the safety and fidelity of training provided. When used in place of training-as-usual, the video training package could yield returns for the organization in as few as 13 volunteer training sessions (see Figure 9). In the present setting, training was offered up to three times per week, resulting in cost savings in as little as one month.

Next, the total duration of participant training time was calculated. Training-as-Usual was delivered in a group format and lasted 32 min 22 s. The total duration of the series of videos presented during Video-Based Training was 1 hr 11 min, though volunteers could rewind and re-watch any portion of the training video, possibly lengthening the training time. The duration of feedback provided at the start of the coaching condition varied widely among participants, lasting 22 min 52 s on average (range, 16 min 37 s to 29 min 45 s).

Video-based training plus coaching appeared to be the most effective, most preferred intervention. In the current study, feedback lasted 22 min 52 s on average. Conservatively, it may be

possible to deliver feedback to volunteers in as little as 30 min. Training-as-usual was scheduled for 60 min for groups of one to five volunteers. If adopted in the shelter, a combination of video-based training with coaching may be both more cost-effective and feasible than a combination of training-as-usual and coaching. First, video-based training requires less face-to-face training, as volunteers may be able to complete the video training remotely or in the absence of a trainer. This would mean that video-based training plus coaching could require as few as 30 mins of trainer time per trainee, and a combination of training-as-usual plus coaching would cost approximately 50 mins of trainer time per trainee (see Figure 10). Next, it may be difficult for staff in the setting to be available to provide both training-as-usual and coaching given current staffing ratios. Animal Care Associates reported that delivering volunteer training was often a competing job demand that took away from their ability to complete other job tasks; thus, adding a new requirement of training-as-usual plus coaching could result in poor fidelity or rejection of the training procedures. Adopting video-based training could allow the organization to reallocate their training resources to coaching, making the adoption of coaching more feasible for the shelter.

Finally, the cost of all materials necessary to create the training video (i.e., video software, camera, and audio equipment) was calculated. Preparation of the video and enrichment training guide required access to software and hardware, including Audacity© audio editor with LAME codec (\$0), Camtasia© Studio (\$179, purchased with an educational license), a JVC Everio camcorder (\$152), Blue Yeti USB microphone (\$98), and desktop computer. The cost of desktop computers varies widely, but a powerful computer can be found for \$500 or less, making the approximate cost for all materials \$929. While the cost of all equipment used to create the video may be quite high for some non-profit organizations, it is important to consider that many non-profits may have access to these types of equipment in one form or another. For instance, in the study setting, there were nine laptop and desktop computers and the agency had a number of hand-held cameras for use in other shelter services. There are also a number of free or low-cost software alternatives that could be used in lieu

of the software above, including Windows Movie Maker® and Open Office®, which makes the cost of producing a training video much more accessible. The most costly component of video-based training was the time necessary to revise the training materials and actually produce the final video. It may be possible for an animal shelter to recruit a volunteer with experience in video editing to create a training video, which would minimize the cost of video creation. Alternatively, there are resources available to guide interested parties through the process of creating video models of desired performance (e.g., Collier-Meek, Fallon, Johnson, Sanetti, & Delcampo, 2011), which could be compiled into a basic training video.

The results of Study 2 suggest that a combination of video-based training and coaching may produce the most benefit for the shelter for the least cost. In the current study, video-based training initially produced high DWEP integrity that declined with repeated observations. This decline may be attributed to a lack of immediate reinforcement for correct performance, which could be addressed by immediate positive feedback from the training Animal Care Associate. This approach to training may require a redistribution of training resources; the Animal Care Associates would no longer implement the didactic instruction and demonstration used in the Training-as-Usual condition and instead coach new volunteers through their first volunteering session(s). Alternatively, the shelter may be able to find other ways to reduce the cost of combined training. Strategies may include involving volunteers in the training development or implementation process, such as recruiting volunteers to help develop or create training videos or training experienced volunteers to observe and provide feedback to new volunteers using an observation feedback form.

Video-based training offers a viable alternative to training as usual (live) the shelter for a number of reasons. First, video-based training may result in staff time saved in as little as one month. Video-based training may also produce higher volunteer integrity of the DWEP than live training. Third, video-based training could reduce unsafe variability of training offered by the shelter's Animal Care Associates, which could protect volunteers and sheltered dogs from injury. The video-

based training could also become a systemic tool used by shelter administration to teach new Animal Care Associates how to safely handle animals, further reducing variability and potentially reducing the cost of training future ACAs. Finally, video-based training was also well-received by participants in Study 2. Participants rated the video-based training as more effective than the live shelter training for teaching them to safely handle dogs and teach appropriate behavior.

However, video-based training used in the absence of coaching or feedback may not be effective for producing and maintaining high-integrity performance, as evidenced by the improvement and subsequent decline of participants' integrity of the DWEP during the Video-Based Training condition. In Study 2, all participants performed the DWEP with the highest integrity during the Coaching condition. Participants rated the individualized modeling and feedback used during coaching as the training that was most effective for teaching them to safely handle sheltered dogs and teach behaviors that would make the dogs more adoptable.

Last, if the combination of video-based training and coaching results in high levels of DWEP integrity, there could be a number of other positive effects not measured in this study. First, if all shelter staff and volunteers consistently implement the DWEP, it may improve sheltered dog behavior, which could increase the number of dogs adopted and reduce relinquishment due to problem behavior. Next, a combined training may improve the volunteers' experience while volunteering. All participants advocated a combination of video-based training and coaching or feedback as the type of training to be used with future volunteers and reported that working with sheltered dogs in the absence of specific, behavior-oriented feedback (e.g., as experienced in the Training-as-Usual and Video-Based Training conditions) made them feel uncomfortable, and made working with sheltered dogs aversive. The combined approach to training may give volunteers better skills and increase their confidence in handling sheltered pets, which could reduce volunteer attrition from the setting.

General Discussion

The current studies aimed to develop a cost-effective pre-service training package for animal shelter volunteers. The purpose of Study 1 was to conduct a pilot evaluation of the effects of training on undergraduate student participants' treatment integrity of a dog walking and enrichment protocol (DWEPP). Three training procedures were evaluated using a between groups design including traditional live shelter training, video training, and hybrid training. Study 2 addressed a number of methodological limitations from Study 1 (e.g., disparate group sizes, non-standardized forms among groups) and evaluated the effects of training with actual shelter volunteers. Three training procedures were evaluated using a multiple-probe design including training-as-usual, video-based training, and coaching. Both studies demonstrated that live shelter training, which included variations of written and verbal instructions with live modeling and discussion, did not produce high integrity implementation of the DWEPP. The use or addition of video-based training, which included written and verbal instructions, still images, and video models of correct performance, resulted in improved DWEPP integrity. Study 2 documented additional increases in integrity when coaching was provided, which maintained or increased during a follow-up probe. The collective findings of both studies suggest that antecedent-based training strategies alone may not be sufficient to produce high integrity performance. Study 1 employed exclusively antecedent-based training procedures (i.e., specifying the desired skills to be performed, verbally describing the skills and rationale for their importance, providing a written summary of the skills, and demonstrating the performance skills). Study 2 added consequence-based training strategies (i.e., positive and corrective verbal feedback, additional modeling of steps performed incorrectly, in-vivo corrective feedback for steps performed incorrectly during sessions), which produced the highest average integrity of the DWEPP. Although video-based training increased DWEPP integrity across both studies, results of Study 2 suggest that these increases did not maintain in the absence of feedback. Improvements were noted when coaching was introduced suggesting that it may be necessary to include some form of consequence-based training (e.g., feedback) to produce or maintain high integrity performance by trainees. These results are

consistent with previous findings suggesting the necessity for feedback as part of a behavioral skills training package (Barnes et al., 2011; DiGennaro Reed et al., 2010; Howard & DiGennaro Reed, in press; Reid and Parsons, 2002), and support findings that feedback combined with antecedent-based training strategies are effective at improving the skillful performance of staff (Alvero, Bucklin, & Austin, 2001).

Both studies also asked participants to rate the training procedures used to teach them to safely handle sheltered dogs. Participants in both studies rated the training procedures highly acceptable and effective. Consistent with previous research (e.g., Roscoe, Fisher, Glover, & Volkert, 2006), participants in Study 2 indicated that feedback (as part of the coaching condition) was the most preferred intervention and recommended a combination of video-based training with feedback as the method of training for future volunteers. They also reported that they were willing to receive both video-based training and performance feedback again in the future for other sheltered tasks. These results are important, as they suggest that volunteer managers may be able to adopt a combination of video-based training with on-the-job coaching to train volunteers to provide high-integrity service to organizations. This type of training package could produce immediate benefits to the organization (e.g., resource-efficient training procedures, volunteers implement tasks with high integrity) and may also lead to increased opportunities for volunteers to contact social reinforcement (e.g., praise for a job well done) and improved volunteer retention (Hager & Brudney, 2004; Tsui, Pearce, Porter, & Tripoli, 1997). Future research should evaluate the collateral effects of training on these other types of outcomes, with emphasis on actual volunteer performance of job tasks.

Study 2 also included a cost/benefit analysis of video-based training and the live training offered by the shelter. Although the video training required more time to create (31.25 hrs for video training versus 18 hrs for live training) the video-based training represents a sound investment for the shelter on an administrative level. First, administrators reported that training the Animal Care Associates (ACA) to train volunteers required between two and three hours for each group. The

training used with ACAs was delivered in a live-workshop format, so any turnover would require additional training workshops for new hires. The amount of time quoted did not include time for observations and feedback for improving fidelity of each ACA's training. As a result, there was variability in the integrity and content of training offered at the shelter. In the current study, the training offered in the Training-as-Usual condition was implemented with 60.3% fidelity based on the DWEP observation form. Furthermore, the training only included 31.7% of all training objectives as outlined by the shelter. There was also observed variability in the content of training, ranging from recommendations that improved volunteer safety (e.g., instructions to wear long pants, which is no longer required per the shelter's revised volunteer protocols), to benign recommendations that were contrary to DWEP (e.g., leaving doors and gates open after using exercise yards), to recommendations that were potentially dangerous for sheltered dogs and volunteers (e.g., separating two fighting dogs by pulling them apart by their back legs, demonstrating sharp jerk-type correction using a leash). Given the potentially dangerous variability in training provided by ACAs in the shelter, there may be a need to provide additional performance-based training to these staff to ensure high DWEP fidelity before requiring the ACAs to provide training to shelter volunteers. High DWEP integrity by staff improves dog welfare by ensuring that all dogs are handled and taught using consistent methods, which may improve adoptability and positive outcomes for sheltered dogs. High DWEP integrity by ACAs would also mean that they are modeling correct performance for volunteers both during and after training, which may help maintain high DWEP integrity by volunteers. Although not evaluated in the present study, adopting the video-based training for use with ACAs could reduce front-end (antecedent) training time for shelter administration, allowing the shelter to invest more time for observation and feedback to refine the integrity of ACA performance during training and reduce unsafe variability in the training ACAs provide to shelter volunteers.

Although the video-based training required more time to complete than live training (76 min 11s for video training versus 32 min 22 s for live training), using video-based training with future

volunteers has a number of advantages. First, just as demonstrated in Study 1, video-based training was more effective than live training at teaching participants to correctly implement the DWEP, resulting in safer, more effective volunteers. Next, video-based training could be conducted in the absence of a live trainer, representing time saved over each live training workshop offered for new volunteers. At the time of the study, the shelter offered three live training sessions per week, each scheduled for one hour, with one to five trainees per group. The video training required only 13.25 more hours to revise and reproduce than the live training offered at the shelter. If video training was adopted in lieu of live training, the organization could begin saving money in as little as thirteen training sessions – equivalent to approximately one month of training at the shelter. These changes would represent substantial long-term savings of training resources.

There may also be a number of other benefits associated with adopting video-based training. Video-based training could be more convenient for trainees. The video training package in Study 2 was designed to be delivered electronically. First, the trainee volunteer could receive a training package that included the Training Study Guide electronically, then watch the training videos on a public video hosting site (e.g., Youtube®). This added convenience may increase the number of well-trained volunteers working in the shelter, which may improve animal welfare. Video-based training also allows the trainee to self-pace or re-train at will. A participant in Study 2 (Bascom) indicated that she preferred the video-based training and looked forward to seeing more training offered online because it would allow her to review the video examples before volunteering, which she felt would improve her safety as a volunteer. Offering online training may also allow volunteers to self-select the style of training (video-based training, live demonstration, hands-on practice with feedback, or any combination thereof) that they most prefer. That is, if shelter staff spend less time offering live pre-service training, they may have resources to assist volunteers who recruit alternative or additional forms of training (e.g., demonstration within the shelter, feedback for performance, clarification of questions about protocol), or may be able to provide additional types of training (e.g., training

volunteers to teach targeted obedience skills, difficult-to-handle dogs, or dogs who need behavioral rehabilitation).). Last, increased training convenience, decreased handling variability among volunteers, and institutional adoption of a video-based training package may ultimately help sustain and maintain consistency of the volunteer program during periods of high staff turnover or administrative restructuring. A video-based training would require fewer training resources than redeveloping live training, making it less likely that live training will be reinstituted in lieu of video-based training. Also, as indicated earlier, the video-based training could be a training tool for use by new shelter staff to help ensure that all staff are handling dogs and teaching consistently. Training time saved through the adoption of video-based training may also be used for different purposes – for instance, for coaching volunteers to improve their handling of sheltered animals or care for sheltered animals.

Finally, these studies extend the volunteer training and management literature. Volunteer management studies typically rely on research employing empirical, survey-based research to inform best practices. Few studies have explored ways to improve the integrity of volunteer work performance (e.g., Johnson & Fawcett, 1994). As a result, little is known about how to best train and manage volunteers, with the consequence that many volunteers receive no training prior to starting a position (Jamison, 2003). This lack of training may result in poor integrity of services, which is detrimental to the agency if services are delivered incorrectly, or detrimental to the volunteer if they are reassigned to tasks that are less vital, but potentially less reinforcing (Choudhury, 2010; Saxon & Sawyer, 1984), and may lead to increased volunteer turnover (Tsui et al., 1997). These studies demonstrate the use of a behavioral-skills training approach to volunteer training. Behavioral skills training has been validated for use with paid shelter staff, but has not been widely used with unpaid staff. Future research may evaluate whether volunteers in other agencies completing other types of work can be trained to high integrity using performance-based training.

There were limitations in Study 2 that could be addressed in future research. First, it was not possible to omit Training-as-Usual due to safety concerns for volunteers and sheltered dogs. As a result, it is unclear how effective the video-based training used in Study 2 would be if it was implemented at the start of training (and not following a condition of live training and practice). However, the results of Study 1 offer initial support for the effectiveness of video training as an initial training procedure (although variability was observed). To address this limitation, future research could evaluate the effectiveness of a fully trainer-independent video-based training package on shelter volunteer DWEPP integrity.

Next, the training delivered in Study 2 was implemented sequentially, with coaching and feedback delivered following and separately from the video-based training. As a result, it is unclear how effective feedback would be without preceding conditions of Training-as-Usual and Video-Based training and multiple opportunities for practice. This approach to training was purposefully applied to demonstrate the importance of feedback for improving volunteer performance to administration in the setting. In addition, feedback was implemented for three or more observations only after volunteers failed to reach mastery criterion for three consecutive sessions. If adopted in the shelter, this arrangement would require a trainer to be available to work one-on-one with a volunteer for well over an hour each, making it a resource-intensive method of training. It may have been possible to improve volunteer performance faster or with less feedback if the study had employed a combination of video-based training and coaching. For example, volunteers could receive video-based training before volunteering as well as coaching/feedback during the *first opportunity* to implement the DWEPP. An important area of research is to evaluate the effects of video-based training and coaching as a training package on DWEPP integrity and cost of training.

In both studies, training was provided by a researcher working with the organization. Though volunteer training became a job responsibility of the Animal Care Associates at the shelter, it was not clear that the ACAs would have the skills necessary to observe and give effective feedback to

volunteers, which may be a barrier to the continued use of the video-based training program. Future research may evaluate the effectiveness of the video-based training and feedback from an Animal Care Associate to train volunteers to handle sheltered dogs safely and encourage appropriate behavior.

A limitation of both studies was a lack of systematic measurement of the sheltered dogs' behavior during sessions. Although the researcher conducted a daily dog census to determine which dogs were considered safe for handling, it was not possible for the researcher to individually handle each of the dogs to determine which would be too behaviorally challenging to be handled by novice volunteers (i.e., study participants). Moreover, certain environmental stimuli within the shelter could create heightened states of physiological arousal, which would alter the behavior of the dogs from day to day (e.g., fights between dogs, not being walked the day before, illness). As a result, variability in dog behavior likely influenced the volunteers' performance of the DWEP. In addition, it was not possible to measure the effects of the DWEP protocol on dog behavior. During the study, over 130 dogs were adopted. This substantial turnover in dog population meant that there was no guarantee that any particular sheltered dog would be available for repeated observation. Also, due to the inconsistent availability of participant volunteers, it was not possible to schedule repeated observations with any single dog in a way that would not hinder the dog's chances of adoption. Future research may wish to evaluate the effects of dog behaviors, such as instructional compliance or ease of handling, on behavior of volunteers as well as the effects of the DWEP on dog performance.

The DWEP used in these studies was informed by recent dog training literature and behavior management guides to improve the behavior of sheltered dogs (Burch & Bailey, 1999; American Kennel Club, 2010; Braem & Mills, 2010). The DWEP was programmed to include a number of safe and non-intrusive behavioral approaches (i.e., putative extinction, positive reinforcement, and differential reinforcement) to change the behavior of sheltered dogs. For instance, the DWEP

included a number of opportunities for putative positive reinforcement in the form of praise, food, and petting for compliance with instructions, calm leash walking, or bathrooming outside. The DWEP was also designed to bring sheltered dog behavior under instructional control of consistent stimuli (e.g., instructions like “sit” or “wait,” teaching the dog to return to participants when called). However, it is not clear what (if any) specific behaviors improve the likelihood of adoption for sheltered dogs,, highlighting the need for future research to identify whether in-shelter training can effectively improve the adoptability of sheltered dogs (Luescher & Medlock, 2009; Howard & DiGennaro Reed, in press). To that end, it is unclear whether the skills targeted by the DWEP (e.g., walking calmly on leash, waiting to move through gates and doors until instructed, simple tricks) are desirable to adopters or will increase the dogs’ likelihood of adoption. Nevertheless, the DWEP was designed to teach simple skills that would give sheltered dogs a behavioral repertoire to allow them to operate on their environment with consistent results, which could improve the dog’s welfare by increasing opportunities for reinforcement. Even if the behaviors taught by the DWEP are not desired by adopters, it is possible that teaching sheltered dogs any obedience skills may provide them with a history of learning from humans and establish instructional control, increasing the likelihood that new adopters can teach the types of behaviors they desire more readily. Future research may evaluate the extent to which in-shelter training improves adoptability, what types of behaviors are desirable to shelter adopters, and whether in-shelter skill training generalizes to the home environment.

In addition, the DWEP was designed to incorporate extinction and reinforcement based on likely functions of behavior (e.g., leash pulling to get to areas to play or potty faster, jumping for attention or food). However, a formal functional analysis was not conducted with any sheltered dogs, and procedures were informed by repeated observation with a large population of sheltered dogs. It may be possible that the teaching strategies advocated in training may reinforce behaviors that are undesirable to shelter adopters. For instance, stopping when the dog pulls on the leash may reinforce dogs who pull to escape leash tension, resulting in more leash pulling. However, the DWEP was

designed to address the most likely functions of problem behaviors in the setting. Training volunteers those skills that have a high probability of success with most dogs may be supplemented with future training aimed at addressing specific types of behaviors or problems. To that end, the DWEP may be the first step to developing a multi-level volunteer training program to deliver in-shelter enrichment, training, and behavioral rehabilitation for sheltered dogs (Newbury et al., 2010).

Conclusion

The findings of these two studies show that participants can be taught to correctly implement a behavior-based dog walking and enrichment protocol with sheltered dogs. Furthermore, students and volunteers were trained to implement these procedures using cost-effective methods such as video-based training, which is more consistent and may be less expensive than live training modalities when used over time. Using effective, low-cost training may be one way for non-profit organizations to better use the labor contributions of volunteers, which may produce a happier, more consistent volunteer force to meet the organization's goals and missions. While these studies extend the volunteer training literature, they also underscore the need to learn more about cost-effective volunteer training methods and strategies for improving the welfare of sheltered pets.

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Table 1.

Correct Performance of the DWEP, Including Sub-Component Tasks.

Task Type	<i>n</i>	Traditional		Hybrid		Video	
		<i>M (SD)</i>	<i>Range</i>	<i>M (SD)</i>	<i>Range</i>	<i>M (SD)</i>	<i>Range</i>
Total Task	72	49.9 (7.2)	38.6-58.3	69.2 (12.0)	49.2-88.1	72.3 (14.9)	54.2-90.6
Administrative	2	0 (0)	0	27.3 (41.0)	0-100	62.5 (35.4)	0-100
Preparation	11	69.1 (13.8)	54.5-81.8	90.1 (10.3)	72.7-100	88.6 (9.4)	72.7-100
Leashing	7	45.7 (12.0)	28.6-57.1	57.1 (15.6)	58.6-85.7	69.6 (9.2)	57.1-85.7
Behavior Management	26	23.6 (15.2)	0-40.0	52.6 (22.7)	24-88	55.4 (30.5)	23.8-96.0
Safety	26	78.0 (3.5)	75-82.4	86.3 (12.1)	66.7-100	85.0 (8.3)	72.2-94.7

Note: Values reported for mean, standard deviation, and range are percent of possible steps correct.

Table 2.

Pre-Observation Ratings of Training Acceptability and Effectiveness

Pre-Walk Survey	Traditional		Hybrid		Video	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
The goals of the training were clear.	5.80	0.45	5.73	0.65	5.88	0.35
I will be able to safely handle dogs.	5.60	0.89	5.45	0.69	5.50	0.76
I feel comfortable about working independently with sheltered dogs.	5.40	0.89	5.18	0.87	5.13	1.13
I understand how to read the information provided on kennels.	6.00	0.00	5.36	0.81	5.63	0.74
I know how to encourage the dog to behave when walking on-leash.	6.00	0.00	5.64	0.50	5.75	0.71
I know which dogs can be walked at the shelter and which cannot.	6.00	0.00	5.73	0.65	5.88	0.35
I know where to find supplies when working at the shelter.	6.00	0.00	5.91	0.30	5.19	1.07
The information in the training was clear and easy to understand.	6.00	0.00	5.73	0.47	5.75	0.46
This training prepared me for working with sheltered dogs.	6.00	0.00	5.73	0.47	5.38	0.74
It was important to complete this training before handling dogs.	5.80	0.45	6.00	0.00	5.75	0.46
I would be willing to complete this training again.	5.20	1.10	5.45	0.82	5.44	0.82
I would recommend this training to others.	5.80	0.45	5.64	0.50	5.56	0.62

Table 3.

Post-Observation Ratings of Training Acceptability and Effectiveness

Post-Walk Survey	Traditional		Hybrid		Video	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Orientation prepared me to safely handle dogs.	5.20	1.30	5.09	1.04	--	--
Hands-on training prepared me to safely handle dogs.	6.00	0.00	--	--	--	--
Video training prepared me to safely handle dogs.	--	--	5.00	1.10	5.13	0.64
I handled the dog safely during my observation.	5.40	0.89	5.09	1.22	5.50	0.53
I encouraged good dog behavior during my observation.	5.00	0.71	5.00	1.00	5.50	0.76
I knew how to find & read shelter information during my observation.	6.00	0.00	5.18	0.87	5.63	0.52
I feel confident handling sheltered dogs.	5.60	0.55	5.18	0.98	5.25	0.89
It was important to receive feedback about my dog handling following my observation.	5.60	0.89	5.90	1.80	5.75	0.46
I would be willing to receive feedback again.	5.80	0.45	5.82	0.60	6.00	0.00
I would recommend observation and feedback for other volunteers.	6.00	0.00	5.91	0.30	5.88	0.35

Note: Post-observation participant feedback of training acceptability and effectiveness. Note that some groups did not experience all training conditions. Those groups' ratings are omitted from analysis and replaced with "--" in the relevant space.

Table 4.

Differences in Ratings of Training Acceptability and Effectiveness

Pre-Post Survey Items	Traditional			Hybrid			Video		
	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
This training prepared me for working with sheltered dogs.	6.00	6.00	0.00	5.73	5.00	-0.73	5.38	5.13	-0.25
I will be able to/handle dogs safely.	5.60	5.40	-0.20	5.45	5.09	-0.36	5.50	5.50	0.00
I feel comfortable/confident about working with sheltered dogs.	5.40	5.60	0.20	5.18	5.18	0.00	5.13	5.63	0.51
I understand/stood how to read the information provided on kennels.	6.00	6.00	0.00	5.36	5.18	-0.18	5.63	5.63	0.00
I know how to encourage/encourage the dog to behave when walking on-leash.	6.00	5.00	-1.00	5.64	5.00	-0.64	5.75	5.50	-0.25

Table 5.

Participant Ratings of Video Training Acceptability

Module 1	Hybrid		Video	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
The learning objectives for this video module were clear.	5.82	0.40	5.88	0.35
The video module was successful at teaching the training objectives.	5.82	0.40	5.75	0.46
The information in this video module is important for new volunteers to know.	6.00	0.00	5.63	0.52
The format of this training (video with Training Guide) was convenient.	5.55	0.69	5.63	0.52
Items in this training guide focused on important concepts from the video module.	5.82	0.40	5.75	0.46
Module 2	Hybrid		Video	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
The learning objectives for this video module were clear.	5.82	0.40	5.88	0.35
The video module was successful at teaching the training objectives.	5.82	0.40	5.88	0.35
The information in this video module is important for new volunteers to know.	6.00	0.00	6.00	0.00
The format of this training (video with Training Guide) was convenient.	5.82	0.40	5.88	0.35
Questions in this training guide focused on important concepts from the video module.	6.00	0.00	5.88	0.35

Table 6.

Volunteer Demographics and Dog Handling History

	Traditional		Hybrid		Video	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender						
Male	1	20	0	0	1	13
Female	4	80	11	100	7	88
Confirming Volunteering Experience	0	0	1	9	2	25
Confirming Dog Handling/ Ownership						
I don't own a dog, never handled dog(s).	0	0	1	9	0	0
I don't own a dog, have handled dog(s).	2	40	0	0	1	13
I don't own a dog, have owned in the past.	1	20	1	9	1	13
I own a dog, no training.	0	0	1	9	1	13
I own a dog, casual training.	0	0	4	36	3	38
I own a dog, extensive training.	0	0	0	0	1	13
Family owns a dog, no training.	2	40	1	9	4	50
Family owns a dog, casual training.	2	40	7	64	3	38
Family owns a dog, extensive training.	0	0	2	18	0	0
Rationale for Participation						
To earn extra credit	5	100	11	100	7	88
To become an LHS volunteer.	3	60	9	82	5	63

Table 7.

<i>Interobserver Agreement for Dependent Variable (Dog Walking and Enrichment Protocol)</i>			
	Bascom	Teddy	Imelda
Training-as-Usual			
Agreement	85.0%	85.0%	90.4%
Range	79.5% - 90.4%	82.2% - 87.7%	-
% of Sessions	50.0%	50.0%	33.3%
Video-Based Training			
Agreement	84.3%	92.7%	88.4%
Range	84.9% - 83.6%	90.4% - 94.5%	87.7% - 89.0%
% of Sessions	40.0%	42.9%	50.0%
Coaching			
Agreement	93.6%	90.4%	84.9%
Range	91.8% - 95.9%	89.0% - 91.8%	-
% of Sessions	60.0%	50.0%	33.3%
Follow-Up			
Agreement	90.4%	91.8%	95.9%
Range	-	-	-
% of Sessions	100.0%	100.0%	100.0%

Table 8.

Interobserver Agreement for Independent Variable (Fidelity of Training)

	Bascom	Teddy	Imelda
Training-as-Usual			
Agreement	100.0%	100.0%	83.3%
Range	-	-	-
% of Sessions	50.0%	50.0%	33.3%
Video-Based Training			
Agreement	100.0%	100.0%	100.0%
Range	-	-	-
% of Sessions	40.0%	42.9%	40.0%
Coaching			
Agreement	89.0%	94.4%	100.0%
Range	66.0% - 100%	88.8% - 100%	-
% of Sessions	60.0%	50.0%	33.3%
Follow-Up			
Agreement	100.0%	100.0%	100.0%
Range	-	-	-
% of Sessions	100.0%	100.0%	100.0%

Table 9.

Volunteer Ratings of Training Acceptability and Effectiveness

Rank Question	Participant			<i>M</i>	<i>SD</i>
	Bascom	Teddy	Imelda		
[Training-as-Usual] taught me to safely handle and encourage good behavior with sheltered dogs.	5	4	4	4.33	0.58
[Video-Based Training] taught me to safely handle and encourage good behavior with sheltered dogs.	6	5	5	5.50	0.58
[Coaching] taught me to safely handle and encourage good behavior with sheltered dogs.	6	6	6	6.00	0.00
It is important to complete training before handling dogs.	6	6	6	6.00	0.00
I would recommend the video training for other volunteers.	6	5	6	5.75	0.50
I would be willing to use video training for other shelter jobs.	6	6	6	6.00	0.00
I would recommend the feedback I received for other volunteers.	6	6	6	6.00	0.00
I would be willing to receive feedback in the future.	6	6	6	6.00	0.00
I feel comfortable that I can safely work independently with sheltered dogs.	5	5	6	5.50	0.58
It is important to use the procedures described in training to keep sheltered dogs safe.	6	6	6	6.00	0.00
It is important to use the procedures described in training to improve dogs' behavior.	6	6	6	6.00	0.00
I know how to increase behaviors that will help dogs be adopted.	6	5	5	5.50	0.58
I know how to decrease behaviors that will prevent dogs from being adopted.	6	5	5	5.50	0.58
I would recommend volunteering to others.	6	6	6	6.00	0.00

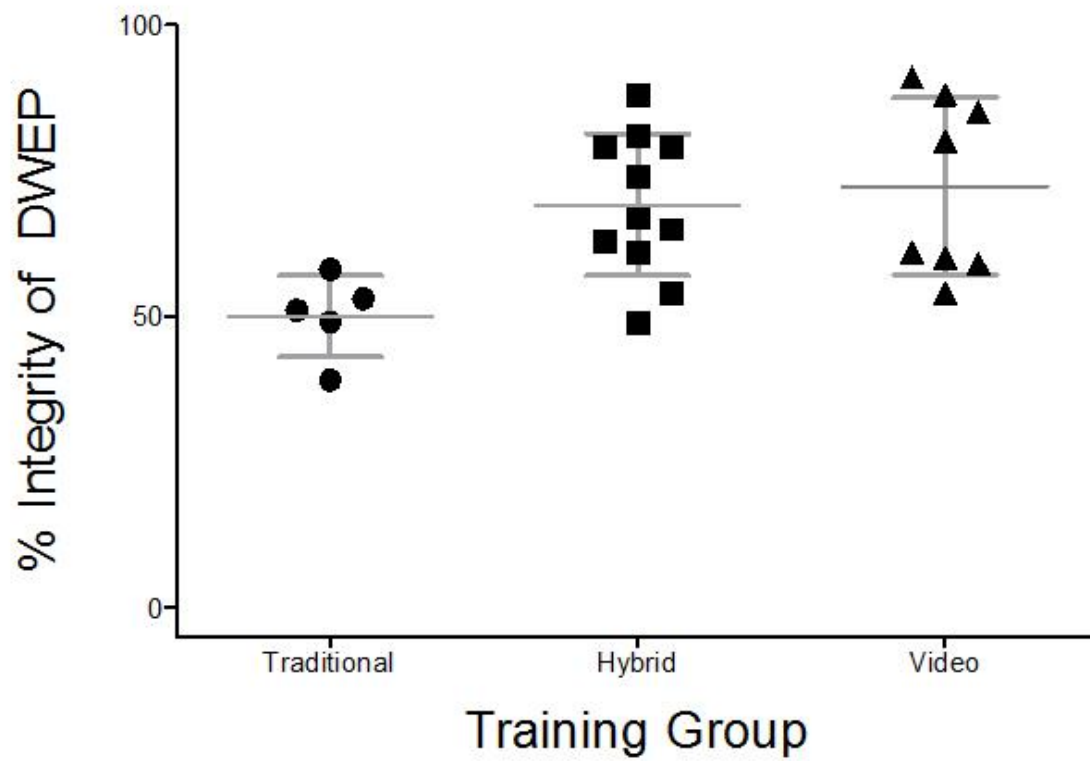


Figure 1. Percentage of the DWEP Implemented Correctly by Participants in Each Training Group.

Note: $n = 72$ steps possible.

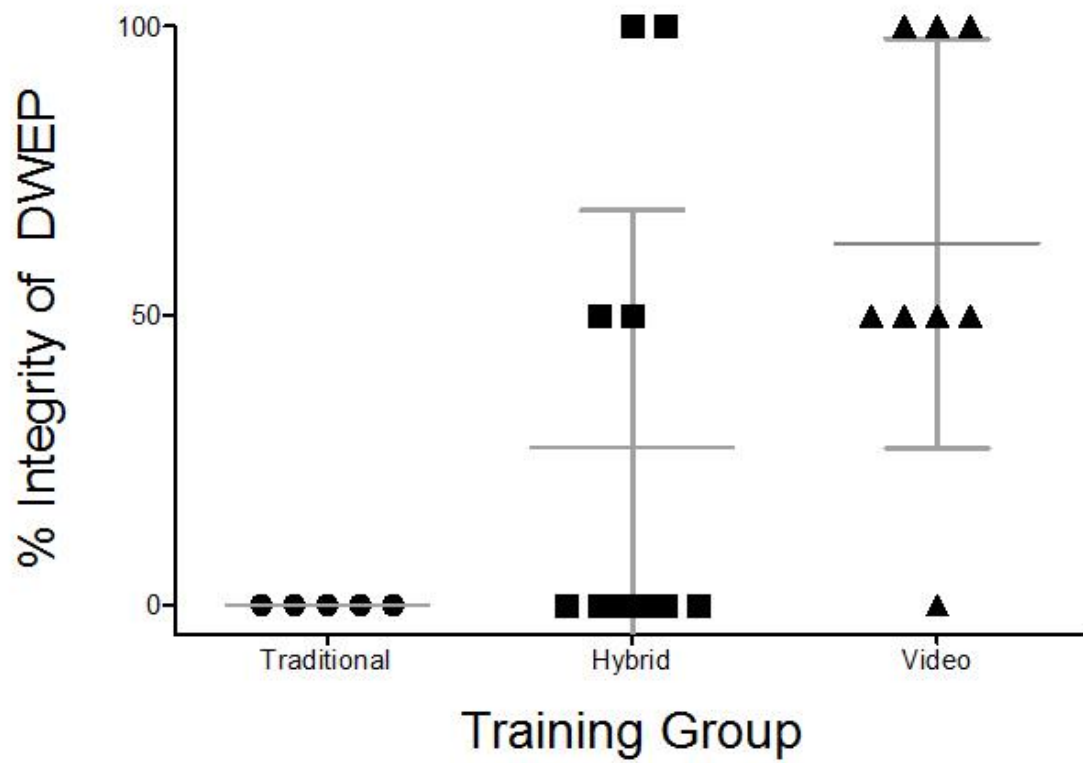


Figure 2. Percentage of the DWEP Administrative Sub-Tasks Implemented Correctly by Participants in Each Training Group. Note: $n = 2$ steps possible.

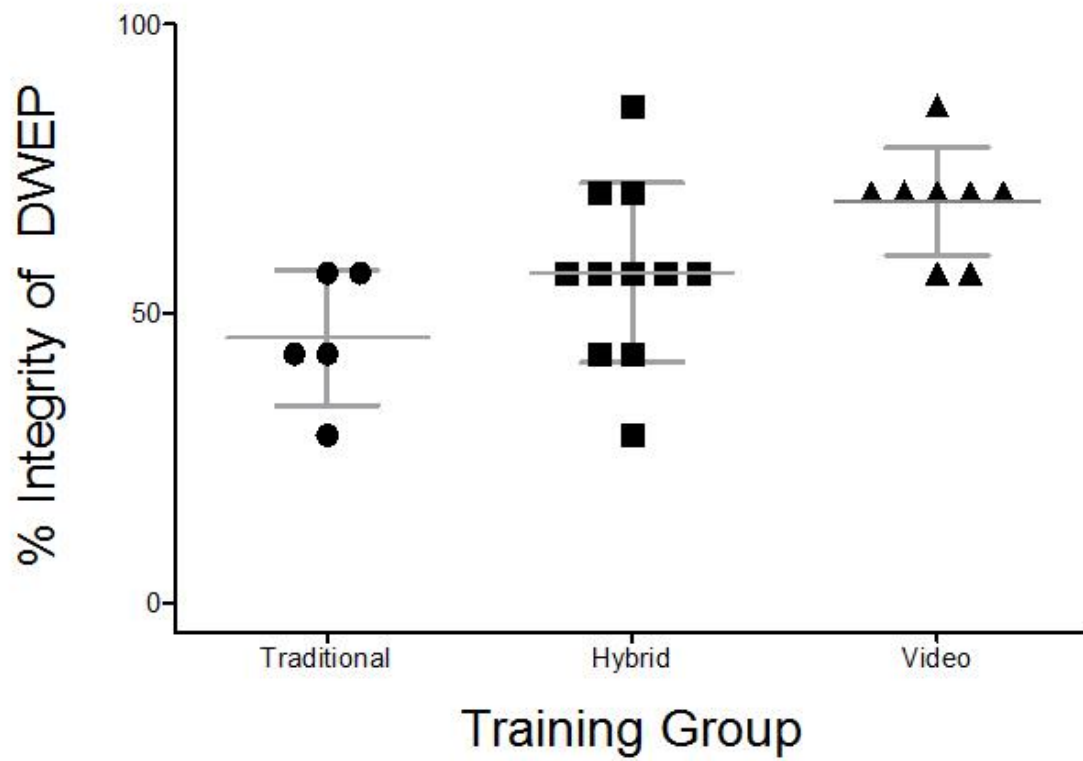


Figure 4. Percentage of the DWEP Leashing Sub-Tasks Implemented Correctly by Participants in Each Training Group. Note: $n = 7$ steps possible.

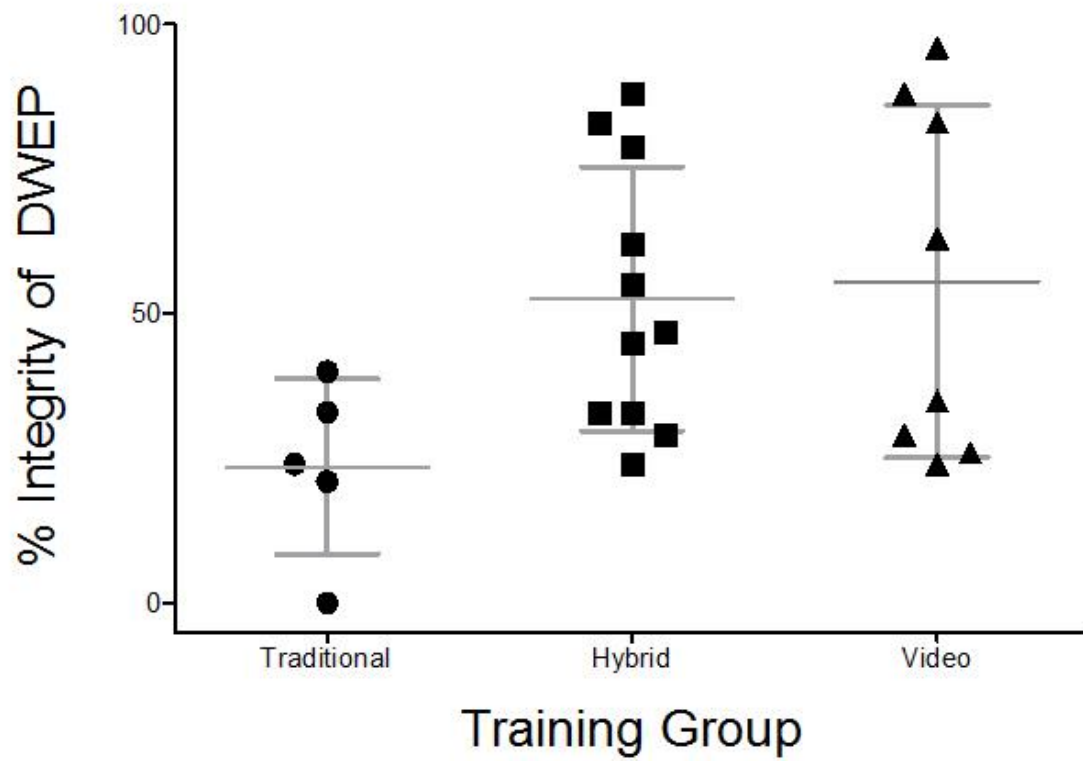


Figure 5. Percentage of the DWEP Behavior Management Sub-Tasks Implemented Correctly by Participants in Each Training Group. Note: $n = 26$ steps possible.

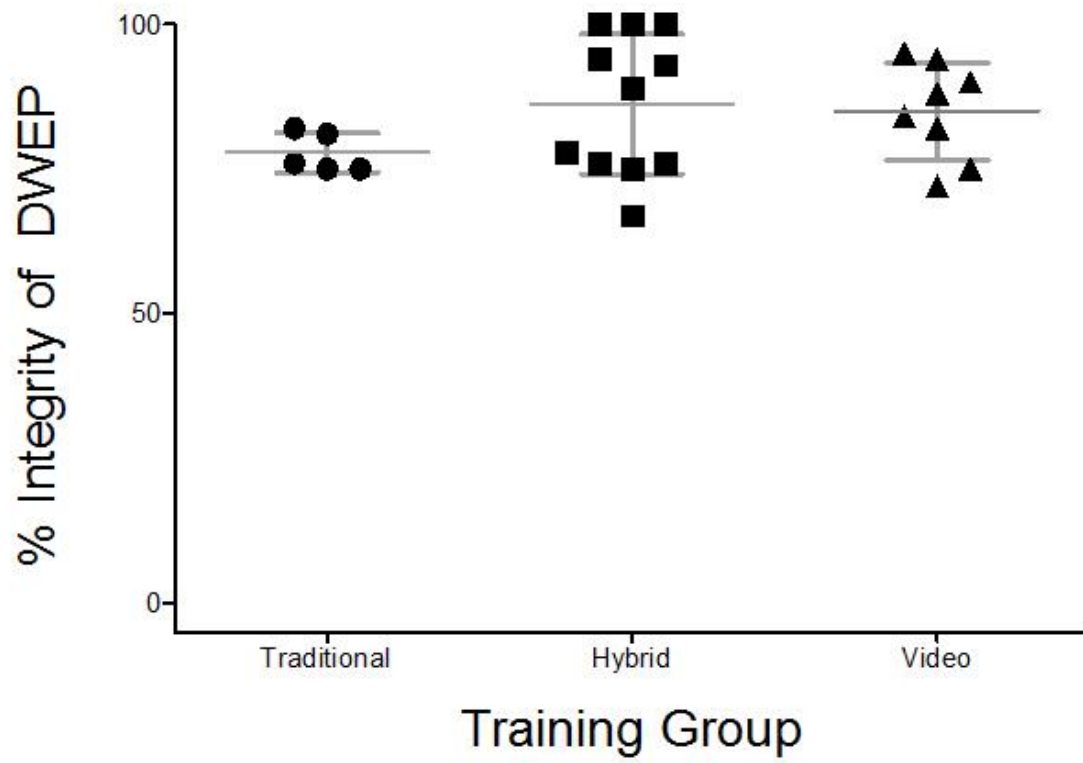


Figure 6. Percentage of the DWEP Safety Sub-Tasks Implemented Correctly by Participants in Each Training Group. Note: $n = 26$ steps possible.

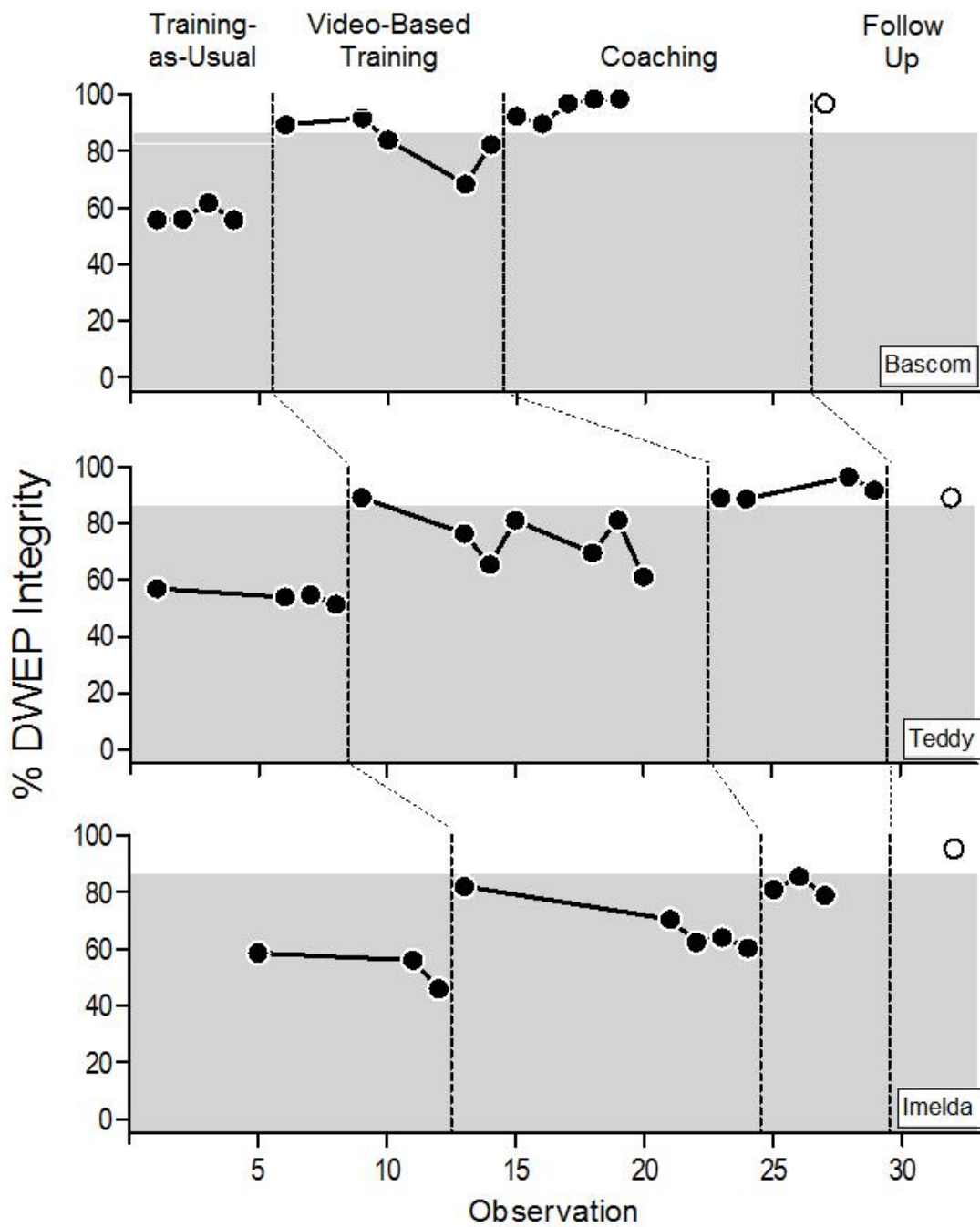


Figure 7. Volunteer % Integrity of the Dog Walking and Enrichment Protocol. Note: $n = 73$ steps possible.

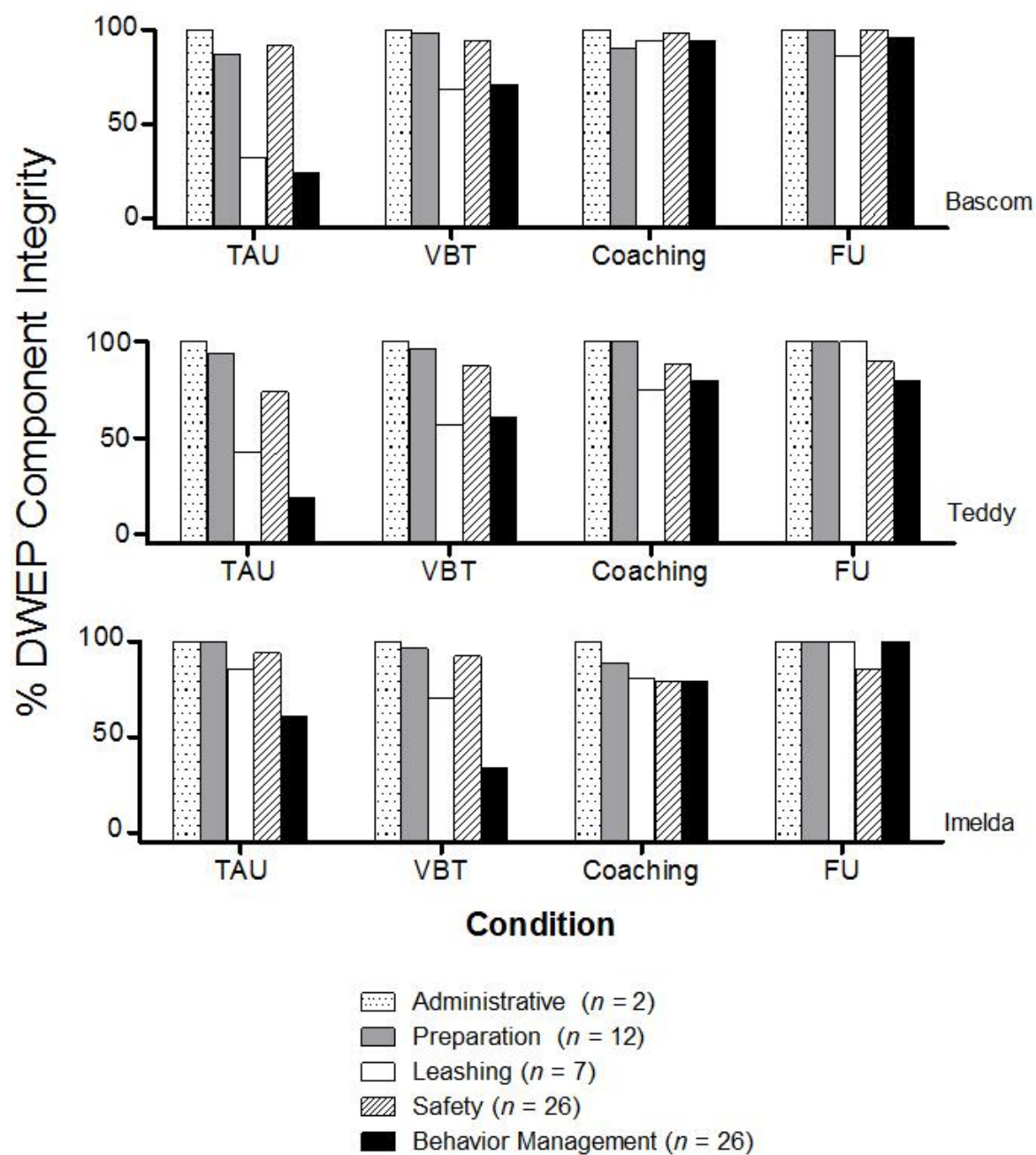


Figure 8. Average % Integrity of the Dog Walking and Enrichment Protocol Sub-Tasks by Shelter Volunteers. Note: Average performance organized by condition. TAU – Training-as-Usual, VBT – Video-Based Training, FU – Follow-up.

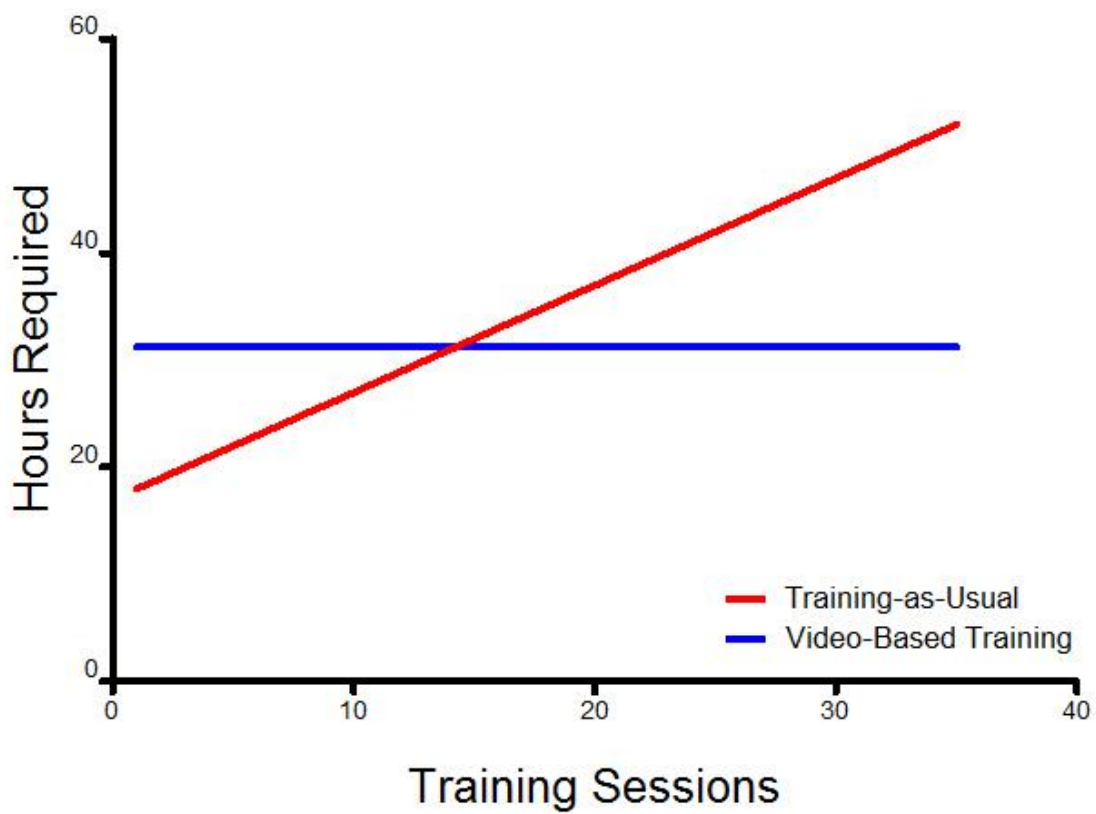


Figure 9. Cost of Development and Implementation of Video-Based Training and Training as Usual.

Note: Costs depicted indicate cost for development and implementation of antecedent portions of training (omitting any coaching or feedback).

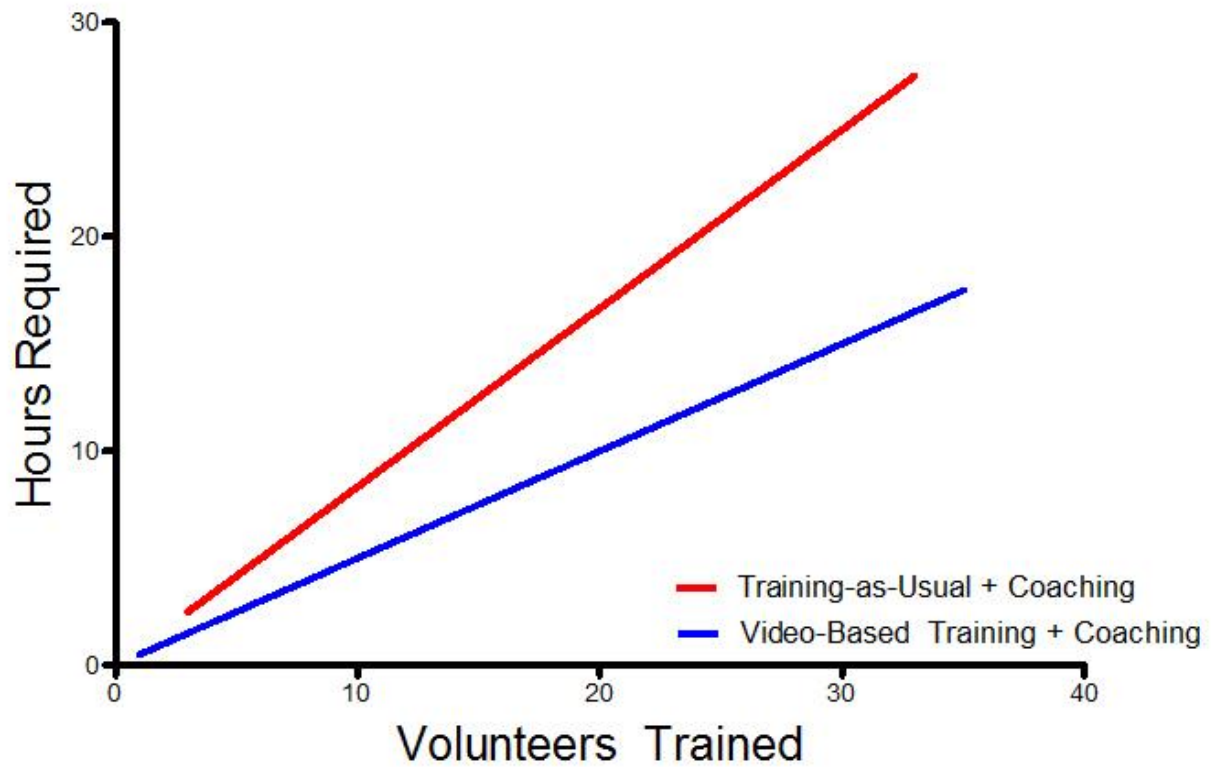


Figure 10. Cumulative Cost of Implementation of Video-Based Training and Training as Usual.

Note: Costs assume an average Training-as-Usual group of 3 volunteer trainees. Costs depicted indicate cost for implementing both types of training in conjunction with on-the-job coaching.

Appendix A

Student Recruitment Form

Volunteer at the -- Humane Society and Earn Extra Credit for ABSc 160

You are invited to participate in a project that could further your applied knowledge of animal behavior and applied behavior analysis. This project is particularly valuable to individuals who are not majoring in Applied Behavioral Science, but would like to learn more about teaching or training. Anyone who participates in this study will also be a formal volunteer of the -- Humane Society, with all rights and privileges that a volunteer status entails.

If you participate in this project, you will be asked to attend initial volunteer training and return to the shelter for one volunteering session. You will be trained on all volunteer tasks and you will be asked to walk one or more adoptable dogs. Prior to being considered for participation in this project, you will need to sign a form releasing the -- Humane Society from any liability in the event that you should be injured at the shelter.

The project will take place at the -- Humane Society and Thursday evening availability will be necessary. You can receive a 0.5% bonus to your final grade for ABSC 160 for each half hour you contribute (up to 2 hours, or 2%).

Participation in this project is voluntary. You may refuse to participate or withdraw at any time. Refusal or withdrawal will result in no penalty or prejudice to your grade in ABSc 160. If you are interested please clearly write your contact information below along with days and times that you are available and hand it to your T.A. I will contact you via email to confirm dates and times.

☐ I am available on [Orientation Date] for Volunteer Orientation

☐ I am willing to review training materials outside of training before working with sheltered animals.

☐ I am willing to be observed working with sheltered animals

Name: _____

E-mail: _____

Phone Number: _____ (Can I text you at this number? Y/N)

[Researcher Contact Information]

Appendix B

Student Recruitment Follow-Up Email

Please read this email carefully – a response from you is required to participate in the extra credit opportunity.

Thank you for your interest in participating in the extra-credit research opportunity at the [name omitted] Humane Society! Due to student interest, we have created additional training opportunities and I am writing to tell you what steps to take to participate in the study.

You have been assigned to the volunteer orientation on Tuesday April 17th at 5pm. To participate in this study, we ask you to arrive 10 minutes before the start of training to secure parking and find the [name omitted] Humane Society (click on link to see directions). Please allow yourself extra time to make sure you arrive on time and find parking. If you are late to this initial training, you will not be allowed to participate and will earn no extra credit for this study.

Following initial orientation, you may be asked to participate in additional hands-on training provided by the volunteer coordinator of the [name omitted] Humane Society. Training is scheduled on Sunday 4/22/12 @ 2pm. Please bring your schedule for the next 2 weeks with you so we can schedule the next training steps to be provided.

Please email me back by Sunday at 10p and answer the following three questions:

- 1) Do you are still interested in participating in research?
- 2) Do you plan to attend training on Tuesday April 17th at 5pm
- 3) Are you now or have you ever been a volunteer at any humane society or animal shelter?
 - a. If so, which humane society and how long ago?

Best,

Veronica

Appendix C
Participant Demographic and Dog History Survey

Please complete the survey below and tell us more about your history with dogs.

1. Age:
2. Gender:
3. Class Standing:
4. Have you ever volunteered with an animal shelter or handled dogs professionally?
5. If so, tell us more about that experience? How long did it last, how long ago was that experience, and where did it take place?
6. How would you describe your dog handling abilities (select all that apply)?
 - ☐ I do not own a dog and have never handled dog(s).
 - ☐ I do not own a dog, but have handled dog(s) in the past.
 - ☐ I do not own a dog, but have owned dog(s) in the past.

 - ☐ I own a dog, but do not formally train it.
 - ☐ I own a dog, and do some training with it.
 - ☐ I own a dog, and do extensive skill/obedience training with it.

 - ☐ My family owns a dog, but we do not formally train it.
 - ☐ My family owns a dog, and we have done some casual training.
 - ☐ My family owns a dog, and have done some extensive skill/obedience training.
7. Why are you taking part in this study (select all that apply)?
 - ☐ To earn extra credit for ABSC 160
 - ☐ To become a -- Humane Society Volunteer over the summer.
 - ☐ To become a -- Humane Society next fall.*

*NOTE: If you are going home for the summer, the -- Humane Society may ask you to attend refresher training in the fall.

Appendix D

DWEF Integrity Observation Form

Preparing for the Walk & Dog Choice		Step Type
<input type="checkbox"/>	Signs in	Admin
<input type="checkbox"/>	Gets a Leash	Prep
<input type="checkbox"/>	Gets some Treats	Prep
<input type="checkbox"/>	Gets a Clothes pin	Prep
<input type="checkbox"/>	Gets a clean toy	Prep
<input type="checkbox"/>	Checks "Walked" List	Prep

Choosing a Dog		
<input type="checkbox"/>	Has clean hands (sanitizes between all dogs, or touches no dogs before taking out selected dog)	Safety
<input type="checkbox"/>	Reads kennel card	Prep
<input type="checkbox"/>	Places (and leaves) a clip on the dog's information card	Prep
<input type="checkbox"/>	Choses a size appropriate for new volunteers (< 45lb, see dog notes)	Safety

Leashing the dog correctly		
<input type="checkbox"/>	Leash is assembled correctly	Leashing
<input type="checkbox"/>	Volunteer has hands free (no toys, clips, treats) when leashing	Leashing
<input type="checkbox"/>	Leash is ready (assembled and ready to put on dog) before opening kennel door	Leashing
<input type="checkbox"/>	Uses one leg to block dog in kennel while leashing	Leashing
<input type="checkbox"/>	Leash is correctly on dog before the dog exiting kennel (makes any movement outside kennel gate)	Leashing

Exiting the Shelter		
<input type="checkbox"/>	Keeps dog from touching other kenneled dogs (in shelter)	Safety
<input type="checkbox"/>	Volunteer keeps dog from jumping on other people while walking past	Safety
<input type="checkbox"/>	Chooses correct kennel exit door	Prep
<input type="checkbox"/>	Volunteer uses barrier technique (stop, prompt, wait, move forward only when calm) at kennel exit door.	B Man +
<input type="checkbox"/>	Volunteer stops briefly in grassy side yard for dog to potty (10-20 sec)	B Man -
<input type="checkbox"/>	Keeps dog on leash in side yard	Safety
<input type="checkbox"/>	Praises all eliminations (urination and defecation)	B Man +
<input type="checkbox"/>	Volunteer collects all solid waste	

Walking to the Exercise Yard		
<input type="checkbox"/>	Volunteer uses barrier technique (stop, prompt, wait, forward when calm) at kennel exit gate.	B Man +
<input type="checkbox"/>	Moves through gate walker first	B Man +
<input type="checkbox"/>	Shuts gate behind self	Safety
<input type="checkbox"/>	Volunteer uses two hands to control leash and dog	B Man +
<input type="checkbox"/>	Volunteer walks at leisurely pace & waits for calm every time dog tugs	B Man -
<input type="checkbox"/>	Volunteer provides space to keep dog from jumping on other people	Safety

<input type="checkbox"/>	Volunteer provides space to keep dog from jumping on other dogs	Safety
<input type="checkbox"/>	Volunteer picks size-appropriate, empty field for dog	Prep
<input type="checkbox"/>	Volunteer uses barrier technique (stop, prompt, wait, forward when calm) at gate 1	B Man +
<input type="checkbox"/>	Moves through gate walker first	B Man +
<input type="checkbox"/>	Shuts gate behind self	Safety
<input type="checkbox"/>	Volunteer uses barrier technique (stop, prompt, wait, forward when calm) at gate 2	B Man +
<input type="checkbox"/>	Moves through gate walker first	B Man +
<input type="checkbox"/>	Shuts gate behind self	Safety
<input type="checkbox"/>	Walks dog around perimeter full perimeter (or until prompted by observer & can provide rationale).	B Man +
<input type="checkbox"/>	Volunteer removes leash only when dog is calm and in a closed yard.	B Man -
<input type="checkbox"/>	Remembers dog's name	Safety
<input type="checkbox"/>	Remembers dog's "availability"	Safety
<input type="checkbox"/>	Enrichment w/ dog (Recall, sit/shake/down, play, or petting for 10+ consecutive seconds)	B Man +
<input type="checkbox"/>	Praises all eliminations (urination and defecation)	B Man +
<input type="checkbox"/>	Volunteer collects all solid dog waste.	Safety

Walking Back to the Shelter

<input type="checkbox"/>	Volunteer uses barrier technique (stop, prompt, wait, forward when calm) at gate 2	B Man +
<input type="checkbox"/>	Moves through gate walker first	B Man +
<input type="checkbox"/>	Shuts gate behind self	Safety
<input type="checkbox"/>	Volunteer uses barrier technique (stop, prompt, wait, forward when calm) at gate 1	B Man +
<input type="checkbox"/>	Moves through gate walker first	B Man +
<input type="checkbox"/>	Shuts gate behind self	Safety
<input type="checkbox"/>	Volunteer uses two hands to control leash and dog	B Man +
<input type="checkbox"/>	Volunteer walks at leisurely pace & waits for calm every time dog tugs	B Man -
<input type="checkbox"/>	Volunteer provides space to keep dog from jumping on other people	Safety
<input type="checkbox"/>	Volunteer provides space to keep dog from jumping on other dogs	Safety
<input type="checkbox"/>	Volunteer collects all solid dog waste.	Safety
<input type="checkbox"/>	Volunteer praises all eliminations	B Man +
<input type="checkbox"/>	Volunteer used no intrusive training methods	Safety

Entering the Kennel

<input type="checkbox"/>	Chooses appropriate entrance door	Prep
<input type="checkbox"/>	Volunteer uses barrier technique (stop, prompt, wait, forward when calm) at kennel exit gate.	B Man +
<input type="checkbox"/>	Moves through gate walker first	B Man +
<input type="checkbox"/>	Shuts gate behind self	Safety
<input type="checkbox"/>	Volunteer uses barrier technique (stop, prompt, wait, forward when calm) at kennel exit door.	B Man +
<input type="checkbox"/>	Moves through door walker first	B Man +
<input type="checkbox"/>	Keeps dog from touching other kenneled dogs (in shelter)	Safety
<input type="checkbox"/>	Volunteer keeps dog from jumping on other people while walking past	Safety

Re-Kenneling

<input type="checkbox"/>	Checks dog's kennel information before re-kenneling	Safety
<input type="checkbox"/>	Gives dog a treat (after returning to kennel, before unleashing)	Leashing
<input type="checkbox"/>	Volunteer removes leash without dog exiting kennel	Leashing
<input type="checkbox"/>	Writes dog's name on "walked" list near kennel exit door	Prep
<input type="checkbox"/>	Volunteer deposits all dirty items (toys & leash) in the "dirty" bin	Safety
<input type="checkbox"/>	Volunteer sanitizes hands	Safety
<input type="checkbox"/>	Volunteer reports any unusual behavior or symptoms to staff when applicable	Safety
<input type="checkbox"/>	Volunteer signs out	Admin

Appendix E
Knowledge Assessment - Traditional Training Group

This Enrichment Training Assessment is designed to assess your understanding of LHS policies and safe-handling practices. Please answer these questions to the best of your ability.

1. TRUE or FALSE: Volunteers who own dogs have all the experience necessary to volunteer at the -- Humane Society (-HS) and do not require additional hands-on training.
2. Fill-in-the-Blank: _____ (2 words) can help dogs find and stay in their forever homes, and may ensure a long and happy life.
3. Volunteers are expected to wear appropriate clothing, which includes which two key items?
4. TRUE or FALSE: Research shows that an animal's appearance is the leading cause of surrender to animal shelters.
5. Short Answer: Name three behaviors that volunteers can encourage to improve a dog's adoptability.
6. Select the best answer: If a dog is engaging in dangerous behavior, you should...
 - a. Report the behavior to the new adopters so they are prepared for it in the future.
 - b. Don't work with that dog anymore.
 - c. Report the behavior to another volunteer with more experience so they can fix it.
 - d. Report the behavior to staff so the dog trainer can develop training programs to save the dog's life.
7. TRUE or FALSE: Because good behavior is so important, it is sometimes necessary to use intrusive training methods such as shock collars and choke chains.
8. Check all correct answers: In what ways can volunteers protect the dogs' health through hygiene outside of the shelter?
 - ☐ Encourage the dog to touch other sheltered dogs to build up their immune system.
 - ☐ Use a clean toy for each dog walked.
 - ☐ Don't take any dogs outside. Outdoor germs can harm their immune system.
 - ☐ Clean up solid waste left by the dog.
9. Check all correct answers: If you are not wearing the volunteer dress code, which of the following will happen?
 - ☐ I will not be able to handle animals.
 - ☐ I will be asked to change.
 - ☐ I will be required to complete basic training a second time.
 - ☐ I will be "fired" from volunteering.
10. Fill-in-the-Blank: Using a clean _____ for each dog walked can minimize the spread of illness between dogs.
11. Fill-in-the-Blank: A clothes pin on the information card of a dog at the -- Humane Society communicates that the dog has received *what* that day?
12. TRUE or FALSE: If the dog is listed as "unavailable", they're safe to walk but can't be adopted.

13. Short Answer: If the information on the front of Mr. Rogers' kennel says "DO NOT WALK", how should you handle Mr. Rogers?
14. Select the best answer: It is your first time volunteering and all of the dogs in the shelter have been walked except Rocko, a 150 pound Labrador who is jumping on the door every time you walk past, what should you do?
- e. Take out Rocko. Every dog needs to be walked every day.
 - f. Take out Rocko. His energetic behavior suggests he REALLY needs a walk!
 - g. Take out another dog. Rocko is too energetic for beginning volunteers.
 - h. Ask shelter staff if there are any other tasks that need to be done.
 - i. Go home. The good dogs have already been walked.
15. Fill-in-the-Blank: If you're having difficulty getting the dog on leash, choose a _____ dog. Their behavior may be an indication that they're too advanced for your skill level and won't be any easier to handle outside.
16. Fill-in-the-Blank: When approaching gates and doors, prompt (tell) the dog to _____ and only move forward when the dog is calm and not pulling forward. This teaches calm walking.
17. TRUE or FALSE: The yard immediately outside the kennel exit door is a safe play yard to let your dog off-leash.
18. Short Answer: What should you do when the dog pulls on the leash during walks?
19. If you're walking a Chihuahua and all of the small yards are full, where should you take the dog?
- j. On a walk around the neighborhood.
 - k. Around shelter property until an empty yard becomes available.
 - l. Into an empty large yard.
 - m. Into a small yard with another, unfamiliar dog.
 - n. Back to the shelter. There's no room to volunteer today.
20. Fill-in-the-Blank: Teaching simple skills like sit and shake helps improve how potential adopters view the dog and increases the likelihood that these dogs will be _____.
21. TRUE or FALSE. Report symptoms of illness or injury to staff right away.
22. How can you safely decrease unwanted behavior in sheltered dogs?

Appendix F

Pre-Observation Survey

Please indicate how much you agree with the statements below using the following scale:

1- strongly disagree 2-disagree 3-slightly disagree 4-slightly agree 5-agree 6- strongly agree

The goals of the training were clear.	1	2	3	4	5	6
I will be able to safely handle the dogs.	1	2	3	4	5	6
I feel comfortable about working independently with sheltered dogs.	1	2	3	4	5	6
I understand how to read the information provided on kennels.	1	2	3	4	5	6
I know how to encourage the dog to behave when walking on-leash.	1	2	3	4	5	6
I know which dogs can be walked at the shelter and which cannot.	1	2	3	4	5	6
I know where to find supplies when working at the shelter.	1	2	3	4	5	6
The information in the training was clear & easy to understand.	1	2	3	4	5	6
This training prepared me for working with sheltered dogs.	1	2	3	4	5	6
It is important to complete this training before handling dogs.	1	2	3	4	5	6
I would be willing to complete this training again.	1	2	3	4	5	6
I would recommend this training to others.	1	2	3	4	5	6

What did you enjoy most about the video training?

Do you have any questions about dog handling?

Do you have any suggestions for improving the training?

Appendix G

Post-Observation Survey

Which of the following trainings did you receive?

- ☐ Orientation with the Volunteer Coordinator
- ☐ Hands-on Training with the Volunteer Coordinator
- ☐ Training videos on Blackboard

Please indicate how much you agree with the statements below using the following scale:

1- strongly disagree 2-disagree 3-slightly disagree 4-slightly agree 5-agree 6- strongly agree

Orientation prepared me to safely handle dogs.	1	2	3	4	5	6
Hands-on training prepared me to safely handle dogs.	1	2	3	4	5	6
Video training prepared me to safely handle dogs.	1	2	3	4	5	6
I handled the dog safely during my observation.	1	2	3	4	5	6
I encouraged good behavior during my observation.	1	2	3	4	5	6
I knew how to find & read shelter information during my observation.	1	2	3	4	5	6
I felt confident handling sheltered dogs.	1	2	3	4	5	6
It was important to receive feedback about my dog handling following my observation.	1	2	3	4	5	6
I would be willing to receive feedback again.	1	2	3	4	5	6
I would recommend observation and feedback for other volunteers.	1	2	3	4	5	6

What topics were explained well during training?

What topics could have been explained or demonstrated better during training?

Do you have any suggestions for improving volunteer training or feedback?

Appendix H

Participant Instructions - Traditional Training Group

This purpose of this research is to assess the effectiveness of training used for volunteers at the -- Humane Society. To complete this study, we need participants to experience the training and be observed handling sheltered animals.

Please complete the following steps to complete this study:

1. Attend and complete orientation.
2. Attend and complete hands-on training on Sunday, April 22 from 2-3pm.
3. Be observe handling animals on Sunday, April 22 from 3-4pm (or at another mutually agreeable time with the researcher).

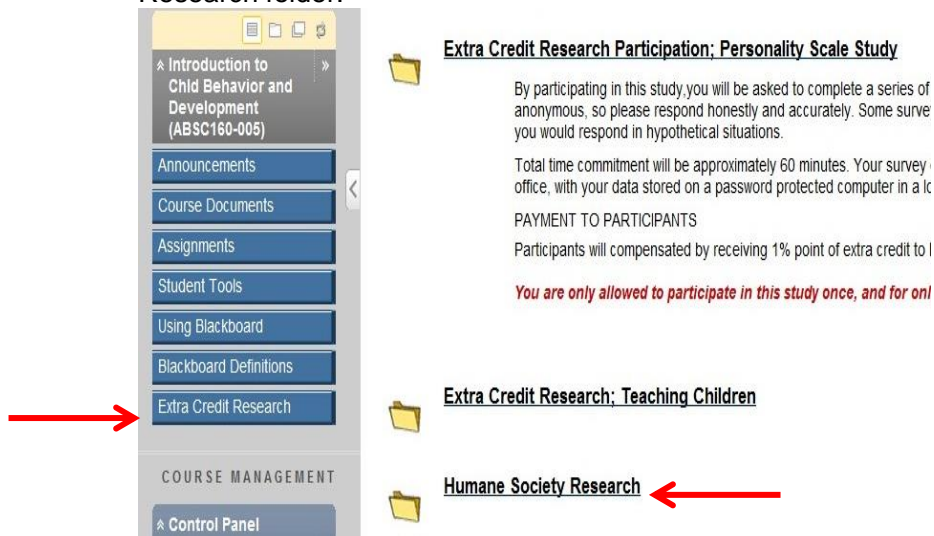
Appendix I

Participant Instructions - Hybrid Training Group

This purpose of this research is to assess the effectiveness of training used for volunteers at the Humane Society. To complete this study, we need participants to experience the training and be observed handling sheltered animals.

Please complete the following steps to complete this study:

1. Attend and complete orientation.
2. Using Blackboard, watch the two volunteer training modules and complete the Enrichment Training Guides provided in this packet.
 - a. Log on to Blackboard and go to our course page.
 - b. Click on “Extra Credit Research” on the left panel, then the Humane Society Research folder.



Note: this will require access to high-speed internet. If you typically have trouble connecting to the internet at home, I suggest you watch these training videos while on campus or in an area with fast internet.

3. Complete the 15-question online “Enrichment Training Assessment” in the Humane Society Research folder. These questions come directly from the enrichment training guide and are used to ensure that you’ve completed the training.
4. After finishing the assessment, you will have access to the online scheduling calendar to schedule your first observation session with Veronica. Bring your completed Enrichment training guide with you to this observation session.
5. Spend 10 minutes at the beginning of your observation session working independently to find all items in the “Locating Dog Walking Supplies” worksheet included in this packet.
6. Meet Veronica in the shelter lobby to start your observation.

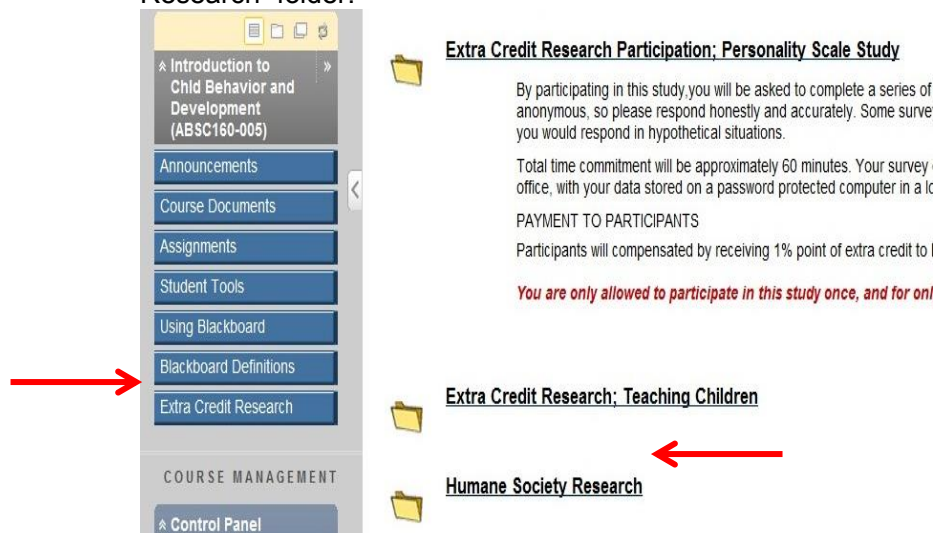
Appendix J

Participant Instructions - Video Training Group

This purpose of this research is to assess the effectiveness of training used for volunteers at the Humane Society. To complete this study, we need participants to experience the training and be observed handling sheltered animals. You will NOT earn extra credit or be considered a shelter volunteer until you complete the observation!

Please complete the following steps to complete this study:

1. Thoroughly read and sign the release forms included in your packet. Email Veronica if you have any questions about these releases!
2. Use Blackboard to review the training modules and take the training assessment.
 - a. Log on to Blackboard and go to our course page.
 - b. Select “Extra Credit Research” on the left panel, then the “Humane Society Research” folder.



Note: this will require access to high-speed internet. If you typically have trouble connecting to the internet at home, I suggest you watch these training videos while on campus or in an area with fast internet.

- c. Complete the online “Enrichment Training Assessment” in the Humane Society Research folder. These questions come directly from the enrichment training guide and are used to ensure that you’ve completed the training.
3. After finishing the assessment, complete the Volunteer Training Satisfaction Survey in your packet and use the online scheduling tool to schedule your observation.
 4. KEEP the volunteer manual, packet instructions, and Who Goes Outside handout. Bring all other materials (release form, two enrichment training guides, the survey, and your “Locating Dog Walking Supplies” checklist to your observation.

5. Arrive 10 minutes early for your “observation time” and tour the humane society independently to find all items in the “Locating Dog Walking Supplies” worksheet included in your packet.
6. When your tour is complete, meet Veronica in the shelter lobby to start your observation.

Appendix K

Shelter Tour Checklist

Before volunteering, take a few minutes to tour the Humane Society. Find the location of the following important items to improve your walking experience with sheltered dogs.

Check off all items that you find!

Outside:

- ☐ 5 Large dog yards
- ☐ The small dog yard (Lily Yard)
- ☐ Cleaning/sanitation supplies in all yards
- ☐ The kennel exit door
- ☐ The yard beside the kennel exit door (this yard is NOT an exercise yard!)

Lobby:

- ☐ Volunteer log
- ☐ Restroom
- ☐ Leashes
- ☐ Desk staff
 - ☐ Introduce yourself
 - ☐ What are their names?

Kennel Area:

- ☐ Treats
- ☐ Toys
- ☐ Clothes Pins
- ☐ Water Jugs
- ☐ Hand Sanitizer
- ☐ The Walked List (near the kennel exit door)
- ☐ The kennel exit door

Appendix L

Training Module 1 Transcript: Introduction to Volunteering with Dogs

“Welcome to volunteering at the --- Humane Society. On behalf of the staff, directors, and animals of the shelter, I’d like to thank you for contributing your time and dedication to our sheltered pets. We look forward to working with you!”

“The purpose of this training module is to introduce new volunteers to the volunteering program at the --- Humane Society. Our goals for this training are to address some common misconceptions about volunteering, describe the importance of enrichment in shelters, make a case for the importance of teaching and promoting good behavior.”

“When this training video is complete, you will know what role volunteers play in the lives of sheltered dogs, know the importance of enrichment and good behavior for our dogs, and know how to prepare for your first volunteering session.

“As a volunteer, it’s important to realize that orientation is only the beginning of your training. Each new shift at the shelter brings new opportunities for learning and refining skills. You will be expected to learn a variety of new skills and shelter policies as you take on different roles throughout your time with the --- Humane Society. Some of the training materials you’ll need were provided at orientation, and we expect new volunteers to review these materials independently and before working with sheltered dogs for the first time.”

“As you prepare for your first shift at the --- Humane Society, please pay special attention to these materials. Be sure to review your orientation manual, the “who goes outside” handout, and the Enrichment Training Guide.

“Please answer the questions in the Enrichment Training Guide as you watch these videos. These questions measure the effectiveness of the training video to help us identify places where the videos can be improved for future volunteers, as well as to identify any areas where you may benefit from additional training to work safely and effectively with sheltered dogs.

“Return completed Enrichment Training Guide to Volunteer Coordinator during your first volunteering session. Your initial training is not complete until this Enrichment Training Guide is returned to the volunteer coordinator.

Take a moment to pause the video and review the enrichment training guide now. Reading the guide will help prepare you for the questions that are to follow. You may also pause this video at any time to review or re-watch any key information.

Goal 1: Common Misconceptions

“Let’s begin by addressing some common misconceptions that new volunteers have about our program. One common misconception that we hear is “dog owners know what to expect from dogs, and they have all the experience they’ll need to volunteer.” But it’s important to remember that a dog in a home has a lot of privileges that dogs at shelters don’t. For example, dogs in homes have access to regular exercise.” [Video shows a picture of a dog running through a grassy yard.] Dogs living in a home usually have access to a lot of socialization and affection,” [Video shows a picture of a dog licking the face of a smiling girl] “and they typically receive some form of training.” [Video shows a picture of a dog raising one paw while a human holds up a treat in one hand.] “And even if all of these other factors are slightly lacking, it still means that dogs in homes have more room to stretch out, which tends to produce a dog that’s much less stressed out than dogs living in a shelter.” [Video shows a picture of a Great Dane sleeping stretched out with legs sticking off a chair.] “And this really means that dogs living in shelters have special needs that dogs living at home don’t have.

“So owning a dog is good experience for volunteering, but sheltered dogs come from a variety of backgrounds. This means that the needs and abilities of each sheltered dog will be a little different. Volunteers will need additional training to develop the skills necessary for teaching and maintaining good behavior from a variety of dogs with unique needs.

Another common misconception that we hear is “isn’t volunteering just walking dogs? Because of the unique needs of sheltered dogs, even simple tasks like walking on a leash will require volunteers to receive additional training. This training helps ensure that both volunteer and dog are working together safely, and that volunteers are consistent in their expectations for dogs, which helps improve how well the dog learns.

Exercise is only a small part of what sheltered dogs need! Many sheltered dogs can benefit from skillful handling during walks to teach appropriate behavior. This leads us to the importance of enrichment.”

Goal 2: The Importance of Enrichment

“The term enrichment program refers to any change made in the shelter environment that’s designed to improve the welfare of sheltered pets. Enrichment programs can take a variety of forms, but it is known that sheltered dogs benefit most when the people in their lives provide exercise” [Video includes photo of dog running while holding a ball in their mouth], “affection and socialization” [Video shows a picture of a woman holding a dog], “and some form of training.” [Video shows a man holding a piece of food in front of a dog’s nose. Dog is standing on hind legs.]

“To put enrichment programs in proper perspective, we need to discuss the importance of socialization. Research suggests that sheltered dogs receive very little one-on-one time with humans every day. Aside from the time spent receiving basic necessities like food, water, and time staff spend cleaning kennels, sheltered dogs do not typically receive individualized attention from staff.

“Volunteers provide sheltered dogs with the one-on-one socialization that they need to become a wonderful member of a new family! --- Humane Society volunteers provide most of the enrichment, training, and socialization that dogs in our shelter receive.

“As a result, the dogs you handle at the --- humane society will be learning from you how to behave with people. Each time you walk a dog, it’s an opportunity for teaching. Your goal is to teach these dogs good behavior - those behaviors that will make them more likely to be adopted - as well as to avoid rewarding bad behavior.

“Good behavior helps sheltered dogs! Dogs who have good behavior have better skills for getting attention and affection from people, receive more exercise and socialization because they’re a pleasure to be around, are more desirable to adopters, and thus are more likely to be adopted, and after they’ve been adopted are less likely to be returned after adoption.

“It’s simple. Good behaviors help dogs find and stay in their forever homes, and may ultimately help ensure that they have a long and happy life!” [Video includes images of young girl holding a small dog, and small boy sitting on an older dog.]

“And this is where you fit in. Volunteers are the main source of social interaction for the dogs in the shelter. Having more contact with these dogs means that the majority of their skills dogs learn will

come from volunteers, not paid staff members or professional trainers. Ultimately, volunteers make a big difference in whether or not dogs get adopted.

Goal 3: Preparing to Volunteer

“Now that we’ve discussed how important enrichment and good behavior are to sheltered dogs, let’s move on to discussing how you can prepare for your first volunteering session.

First, it’s absolutely vital that you review the training materials provided during orientation. The Orientation Manual and “Who Can Go Outside” handout cover most of the information that you need to know before volunteering. Remember to complete the Enrichment Training Guide and volunteer profile form. You will not be allowed to work with sheltered dogs until both of these have been returned to the volunteer coordinator. Submit your one-time \$15 volunteer fee. Spend time touring the facility and become acquainted with the location of key items you’ll need when volunteering. If you have any questions during this time, please ask a staff member or see the volunteer coordinator.

“You can also acquaint yourself with how to prepare for each volunteering shift. First, wear appropriate clothing.

“All volunteers are expected to wear long pants & closed toed shoes protect them from chemicals used at the shelter, and from injury and potential contraction of zoonotic diseases. Please note that this dress code is non-negotiable. You must wear long pants and closed toed shoes any time you’re volunteering at the humane society.” [Video includes a person wearing pants and tennis shoes.]

“We also suggest that you wear clothes that you don’t mind getting dirty.” [Video includes a photo of a muddy dog.] Most of your work will be hands-on and outside with some very playful puppies. Chances are good that you’re going to go home with a little mud on you.

“Before ever shift, check in with the volunteer coordinator. This will give you an opportunity to get your name tag, as well as any other updates that volunteers need to know to work safely with sheltered animals. Also be sure that you sign into the time log before ever shift. Keeping track of volunteer hours helps qualify the shelter for grant money, which helps run the shelter. It also tracks the performance and commitment of volunteers, and is a reflection of the health of our volunteer program.

“In review, volunteers are a cornerstone of the --- Humane Society. Volunteers are primarily responsible for all enrichment that takes place in the shelter. This means that volunteering is a lot more than “just walking dogs!” Ultimately, volunteers make a huge difference in the behavior of sheltered dogs. This could mean the difference between encouraging good behavior and increasing the likelihood that the dogs will be adopted, or rewarding bad behavior and make it more difficult for these dogs to find their forever homes. Because sheltered dogs have such diverse and individualized needs, training is vital to effective volunteering.

“Before Volunteering, review all training materials (including the next video of this series!). Submit completed copies of your Enrichment Training Guide, volunteer profile form, and the volunteering fee. Tour the humane society. Locate those items that you’ll need to safely and effectively walk dogs, which you’ll learn more about in video two. Wear appropriate clothing. Check in with the volunteer coordinator before every shift. And don’t forget to track your hours! This information is important for running the volunteer program.

“This concludes Training Module 1: Introduction to Volunteering with Dogs. We hope that you’ve enjoyed this video! Before volunteering, review the next video in this series – Module 2: Walking and Teaching Dogs. If you have any questions, comments, or concerns about this training, please contact the author at [researcher’s email address].”

Appendix M

Training Module 2 Transcript: Walking and Teaching Dogs

“The purpose of this module is to teach new volunteers to safely handle sheltered dogs at the --- Humane Society.

“This module is designed to teach new volunteers how to safely handle dogs, with particular emphasis on hygiene and health at the humane society, and behavior management when working with the unique behavioral needs of sheltered dogs.

“This video will also demonstrate best handling practices through a series of video examples, explain how to understand shelter information cards, and finally will show you how to prepare for the unexpected.

“When you finish watching this video, you will know what behaviors to encourage and what behaviors to discourage to improve the adoptability of sheltered dogs, know where find important supplies in the shelter, know how to read shelter kennel cards, know how to safely walk a dog from start to finish, and be prepared for some common unexpected occurrences while volunteering at the -- - Humane Society

“As you prepare for your first shift at the --- Humane Society, please pay special attention to these materials. Be sure to review your Volunteer Orientation Manual, the “Who Goes Outside” handout, and the Enrichment Training Guide.

“Please answer the questions in the Enrichment Training Guide as you watch these training videos. The questions measure the effectiveness of the training video, and identify any areas where you may benefit from additional training to work safely and effectively with sheltered dogs.

“Return your completed Enrichment Training Guide to the volunteer coordinator during your first volunteering session. Your initial training is not complete until this Enrichment Training Guide is returned to the volunteer coordinator.

“Take a moment to pause the video and review the Enrichment Training Guide now. Reading the guide will help prepare you for the questions that are to follow. You may also pause and rewind the video at any point to review or re-watch key information.

“This video will also use a number of video clips of a volunteer working with sheltered dogs to demonstrate important skills. In all of these videos, pay special attention to the captions. These captions will highlight key information for each video.”

Goal 1: Review Good Behavior & Sheltered Dogs

“To better understand why training is so important for sheltered dogs, we would like to introduce you to some scientific research on dog behavior and how it affects sheltered dogs.

“Research shows that inappropriate may actually be the leading cause of surrendering dogs to shelters.

“For example, when owners bring their dogs to the shelter and tell us “I’m moving” or “I don’t have time for the dog,” or even “They’re too energetic for my house,” there’s a very good chance that they’re really saying “This dog’s behavior is inappropriate and I’m not equipped to fix it.”

“This means that a lot of sheltered dogs may come to the shelter with some behaviors that make them undesirable to future owners.

“Research also shows that dogs with problem behavior stay longer in shelters before being adopted. (Normando, et al., 2006). When adoptions fail and dogs are returned to the animal shelters, it is often for known problem behavior that occurred in the shelter before they were adopted (Wells & Hepper, 2000).

“But there is hope! Research suggests that dogs who receive in-shelter training are more likely to be adopted. (Luescher & Medlock, 2008). In addition, when choosing between two otherwise identical dogs, adopters report a dog who complies with simple instructions as “more adoptable.” (Howard & DiGennaro Reed, 2012)

“So what you should take from this is that adopters really notice the behavior of sheltered dogs, and that’s one criteria they use when deciding whether or not to adopt that dog.

“Inappropriate behaviors can be a deal-breaker for some adopters, and may prevent dogs from finding a forever home. You can improve the likelihood that these dogs are adopted by promoting good behavior and training simple skills.

“When working with sheltered dogs, there are specific behaviors that you should work to discourage the dog from doing. These include: Pulling on the leash during walks; Jumping on people; And nipping at people

“The --- Humane Society never suggests using any training methods that might hurt or scare dogs to change their behavior. This video will teach you how to safely and humanely discourage common unwanted behaviors when working with sheltered dogs

“You can humanely discourage unwanted behavior by withholding attention and reward for 3 to five seconds following most inappropriate behaviors. But to be maximally effective, reward good behavior so that it will replace unwanted bad behavior.

“Behaviors that you want to improve in sheltered dogs are: Walking calmly on leash, Recall, also known as returning to you when you call the dog, Simple obedience instruction or trick training, such as “sit”, “shake”, “lay down” or waiting for a treat on instruction, or you can focus on teaching play skills and showing the dog how to socialize with people – things like playing petting and grooming and playing fetch.

“However, there are a number of behaviors that are dangerous for sheltered dogs and the people that work with them. If the dog you’re working with ever bites, engages in dog on dog aggression or aggression directed toward people, is jumping excessively, especially when you try to withhold attention, or engaging in other difficult-to-manage behavior, report this to staff right away so that the shelter trainer can develop a behavior modification program to help save this dog’s life.

“Though it is important to teach sheltered dogs skills, the --- Humane Society never suggests using any training methods that involve hurting or scaring dogs to change their behavior. It’s especially important that if you ever notice anyone using these types of training methods, please report them to staff right away. It is our top priority to protect the health and safety of our sheltered dogs!

Goal 2: Hygiene & Good Health

“It is also the volunteers’ responsibility to preserve the safety of sheltered dogs through basic hygiene practices.

“The --- Humane Society can house hundreds of animals at any given time. With a group of pets this large, the chief concern is preserving their health and well-being. As a volunteer, you can help by practicing the following basic hygiene practices.

“The first thing you can do is to sanitize your hands between each and every pet you touch at the shelter. This helps reduce the spread of zoonotic diseases in the humane society. Also be sure to wash your hands before eating or touching your face to protect your own health.

“The next way you can encourage health and safety is by reviewing available information on sheltered pets before touching them. This is often very difficult for new volunteers. All of the pets at the shelter are very cute and want your attention.”

[Video slide shows photo of a puppy looking through kennel bars. Caption: All of our pets are **very** cute and want all of your attention!]

“However, it is absolutely vital that you review the information available on the front of each kennel before touching any animal. This information includes details about the health of each pet. If any of that information indicates that the dog is ill, **DO NOT TOUCH THEM**, even briefly or through the front of their kennel. This brief exposure can spread illness to other healthy animals in the shelter.

“Good hygiene practices also extend outside the shelter. For example, be sure that you prevent any dog you’re walking from touching other sheltered dogs. This helps minimize the spread of germs from one dog to another. Next, be sure to use a fresh, clean toy for each dog you walk. Finally, if your dog uses the bathroom outside, take a moment to clean up any solid waste they leave behind. Not only does this minimize the spread of illness between animals, it **ALSO** makes the shelter a much better place to volunteer!

“And don’t forget about the volunteer dress code from Module 1. Wearing long pants and closed-toed shoes helps protect you from the chemicals used for cleaning the shelter, from scratches when working with sheltered dogs, and from contracting zoonotic diseases like ringworm and round worm. As mentioned in module 1, this dress code is non-negotiable. If you come to volunteer but aren’t

wearing appropriate clothing, you will not be allowed to work that day. You will be asked to go home and change before volunteering.”

Goal 3: Preparation

“Like with most things in life, successful effective volunteering sessions are about 90% preparation and 10% perspiration. The work you do to prepare for your volunteering session – especially when walking dogs – is absolutely vital to ensure that you’re safe when volunteering.

“By preparing for the walk before even looking at the animals, you’re creating a better walking experience in the following ways: first, you’re able to dedicate your full attention to the dog and their behavior during the walk; second, having your full attention on the dog means that you’re less likely to reward inappropriate behavior during your walk; and finally, having your full attention on the dog and being prepared to respond in unexpected events makes you and the dog much safer during your walks.

“Before your shift, tour the humane society to learn the location of important supplies as well as the location of the exercise yards outside. Next, collect the supplies you’ll need for your walk before looking at any sheltered dogs. Third, review all available information about the dogs, including who has been walked as well as the individual information on the front of kennels before taking out a dog.

“When working at the --- Humane Society, you’ll need the following supplies when working with dogs. Each of these supplies will be covered in specific detail in the footage that follows.”

[Video includes table of needed supplies and locations.]

“First, you’ll need to have a slip leash. At the --- Humane Society, slip leashes are the ONLY leashes used with our dogs. There are a number of advantages of slip leashes for sheltered dogs. First, dogs in the -HS don’t wear collars due to the risk that these collars may be caught in the kennel and cause the dog harm.” [Video slide shows pictures of slip leashes, a collar, and traditional dog leash.]

“Second, slip leashes are an excellent training tool and offer much more control over the dog than a collar and clip leash.

“In this following video, the volunteer will show you how to find and prepare a slip leash for walking dogs.”

[Video includes sample of student preparing the slip leash for walking a dog. Captions: When the volunteer finishes signing in... / ... she locates the slip leads on the wall near the lobby restroom. Volunteer signs in to the volunteer log in the lobby. / Slide the loop through the D-ring to create an adjustable leash and collar.]

“Toys are a great way to interact with the dog and teach them play skills.” [Video slide shows pictures of dog toys.] “Remember to practice good hygiene and use a clean toy for each dog you walk. This minimizes the spread of illness between dogs. Place dirty toys in the bin outside the kennel exit door so they can be washed by staff.

“Treats are an excellent reward for teaching good behavior.” [Video slide shows pictures of dog treats.] “When working with sheltered dogs, be careful to limit the number of treats you give each dog to one or two. If you plan on doing extensive training with a dog, ask the staff for kibble to use for training. Kibble is much gentler on the dog’s stomach than lots of treats. You can also use lots of praise and petting as rewards for good behavior.

“Finally, clothes pins are used to show staff and other volunteers that a dog has been walked on any given day.” [Video slide shows pictures of a wooden clothes pin.] “When you walk a dog, place a clothes pin on the dog’s information card on the front of their kennel. Leaving this pin on the card after you walk the dog helps show other volunteers and staff that the dog has received a walk.

“Before walking dogs, also be sure to check the “walked dog” list, located near the kennel exit door.” [Video shows a picture of the student oriented toward the whiteboard “walked dog” list, pointing at a name as if she is reading.] “The “walked” list also includes key information such as: which dogs have already been walked, which dogs can and cannot go outside, and which dogs may need additional training.

“In the following video, notice how the volunteer prepares for the walk by collecting supplies before interacting with the dog.”

[Video includes sample of student walking into the kennel area and collecting supplies (dog toy, dog treats, and a wooden clothes pin), then checking the walked dog list. Captions: Most supplies are

located on the window overlooking the lobby, just inside the kennel area. / Clean toys. / Treats. / A clothes pin. / Reviewing the “walked” list.]

[Next video clip shows the student approaching the front of the kennel and reading information on the front of the kennel. Volunteer then places a clip on the dog’s information, then pulls the slip leash from her pocket. Captions: Read kennel information BEFORE looking at those cute faces! / Place a clothes pin to show others that you’ve walked this dog.]

Goal 4: Choosing the Right Dog

“The next step is choosing the right dog for you. Start by reviewing the “walked” list and the clothes pins on each kennel to see which dogs have already received a walk. Our aim is to walk every dog every day – so if your favorite dog has already gone outside with another volunteer, please select a dog who hasn’t had a chance to go outside and exercise today!

“When you begin to narrow down the dogs available to walk, take time to read the information available on the front of each kennel card.” [Video includes displays an actual kennel card as a sample.] “You need to focus on two key areas: first, availability, and second, the dog’s name.

“Any dog you walk should have the word “available” next to status on their kennel card. [Video zooms into the section of the card that displays the dog’s availability. Video zooms out to show entire card, then caption appears: If the dog is not “available” – DO NOT walk the dog.] “If the card says ANYTHING ELSE, do not walk this dog. The dog is not available for you to walk and you should not handle them.

“Next, you’ll want to know the dog’s name before you work with them.” [Video zooms into the section of the card that displays the dog’s name. A green circle appears around the dog’s name. Video Caption: Knowing the dog’s name is important for teaching, and for putting the dog away.]

“This is important both for teaching the dog, as well as making sure the dog comes back into the correct kennel.”

“Some kennel cards may include additional information, including notes from the trainer about behaviors to encourage or discourage, and notes from staff about known health issues or special handling instructions for individual dogs.”

[Video includes displays kennel card again.] “Here’s the same kennel card you saw before. Staff might include this note on his kennel show that Mr. Rogers is undergoing heartworm treatment.”

[Video shows green cage card reading *Heartworm Treatment. Leash Walk Only*. Card is displayed over the kennel card.] “If so, the staff are asking you to ONLY walk Mr. Rogers on-leash without letting him run around the exercise yard.”

[Video shows the sample cage card and a red cage card reading *DO NOT WALK*.] “Or the problem may be more severe. Maybe Mr. Rogers has a contagious illness and his card says DO NOT WALK. If so, DO NOT touch this dog in any way.

“These are not the only signs you may see in the shelter, so it’s absolutely vital that you look at the kennel information every time you volunteer at the shelter.

“Be sure to: Read the signs, Follow any instructions on the kennel information, and ask staff any questions you have about the kennel information BEFORE handling the animals.”

“Always choose a dog of a size and energy level that you can control. When you begin volunteering, we encourage you to start with small, calm dogs and work your way up to A larger, more energetic dog as you gain experience. With practice, you’ll learn which dogs are right for you!

“As you’re making a decision, be careful to sanitize between each and every dog. Even if you only touch them for a moment, sanitize your hands so you’re not spreading illness-causing germs between sheltered dogs.

“Unfortunately, not every dog in the humane society is going to be easy to handle. So if you’re having difficulty getting a dog on-leash, consider choosing a different dog. First, the dog won’t be any easier to walk outside, so this might be a warning that the dog you’re trying to work with is too energetic or too challenging for your skill level. Second, it’s very important to not reward bad behavior like being difficult to leash by taking the dog outside to play. Most importantly, at any time if you’re not completely comfortable handling that dog, return them to their kennel. Your number one priority is your personal safety, and you should trust your instincts when working with sheltered dogs.

“When you select a dog to walk, take a moment to place a clothes pin on the dog’s information card BEFORE removing them from the kennel. This is a way to communicate to staff and volunteers that this dog has been walked.

“In the following video, notice how the volunteer reads about the dog before taking it out of the kennel.”

[Video clip shows the student approaching the front of the kennel and reading information on the front of the kennel. Volunteer then places a clip on the dog’s information, then pulls the slip leash from her pocket. Captions: Volunteer locates a dog who has not yet been walked. / Volunteer reads important information: 1) the dog’s name; 2) the dog’s availability / Volunteer places a clothes pin to show others that this dog has been walked.]

Goal 5: Safely Handling the Dog

“Now that you’ve prepared and read all of the available information about the dog you’re about to handle, you’re ready to walk the dog!

“Leashing is an advanced skill, so don’t be discouraged if you struggle with this at first. Practice makes perfect! If you need additional assistance or would like supervision, ask shelter staff for help!

“There are two key steps to leashing. First, have the leash prepared before you start to open the kennel door. Next, insert one leg into the kennel to block the dog from getting out. Use one hand to lasso the dog while holding the door closed with the other hand. It’s very important that you DO NOT let the dog out of the kennel without having it on a leash.

“In the following video, watch as the volunteer correctly removes the dog from its kennel.”

[Video clip shows the student placing a clip on the dog’s information, then pulls the slip leash from her pocket. Captions: Prepare the leash BEFORE opening the kennel door. / One leg blocks the dog. One hand lassos the dog while the other hand keeps the door closed. / DO NOT let the dog out of the kennel before having them leashed!]

“That’s kind of a complex skill, so in the next video, watch correct leashing from the perspective of the dog.”

[Video clip shows leashing from the perspective of the dog inside the kennel. The student places a leg in the kennel and uses one hand to leash the dog and holds the door with her other hand.

Captions: One leg blocks the dog. One hand lassos the dog while the other hand keeps the door closed.]

“Once you have the dog on the leash, you’re ready to exit the kennel. While walking outside, be careful to keep the dog from touching other kennelled dogs. Do this by keeping the dog close to your body and avoiding the other kennel doors. Exit the kennel through the kennel exit door, located in the south-west corner of the kennel. Do not exit through the lobby!

“Exiting the shelter creates a new opportunity to teach an important skill to sheltered dogs. Encourage good behavior by teaching the dogs to wait at ALL gates and doors. To do this, approach the door or gate and tell the dog to wait, then open the door or gate. Only move forward with the dog is calm and not pulling on the leash. This helps encourage calm walking.

“When you’re exiting the shelter, watch for other dogs who may be coming back into the shelter at the same time. Do not allow dogs who don’t live together to touch one another.

“You can use the side yard immediately outside the kennel door as an area to re-adjust the dog’s leash and to let them go to the bathroom. Stopping here to let the dog potty is a great way to encourage the dog to be calm when walking. It is absolutely vital that you NOT let the dog off leash in this side yard. his yard is NOT an exercise yard, and letting dogs off-leash here will put them at risk for injury from other dogs.

“Watch as the volunteer correctly exits the kennel area with the dog.

[Video clip shows the student exiting the kennel area with a leashed dog. Captions: Kennel exit located near walked list. / Stop briefly in side yard to let the dog potty. / DO NOT let the dog off-leash in this area. This is NOT an exercise yard. / Watch for other dogs. / DO not let your dog touch other sheltered dogs. / Stop at doors at gates, tell the dog to “wait.” / Always walk through doors and gates human-first. / Close this gate behind you!]

“Many sheltered dogs pull their walkers as a way to get out to the exercise yard faster. You can encourage the dog to be calm by pausing whenever the dog pulls forward. Wait until the dog is calm, and continue walking ONLY when the dog is waiting calmly. The dog will eventually learn that pulling on the leash actually makes it take LONGER to get outside and will pull less often.

“Use two hands when walking sheltered dogs. One hand should have the loop of the leash around the wrist, while the other hand is holding the leash nearer the dog and controlling leash tension. The leash should be taut, but not tight enough to hurt the dog. Be sure to give other walkers and visitors plenty of space. Many dogs would benefit from a long walk around the neighborhood, but we must keep dogs on shelter property at all times. Never take dogs off-site unless accompanied by a shelter staff member.”

In the following video, the volunteer demonstrates how to control the dog when they’re pulling on the leash, stopping each time the dog pulls helps discourage leash pulling, an undesirable behavior, safely and humanely.”

[Video clip shows the student walking a larger along the sidewalk in front of the shelter. Dog is pulling the volunteer. Captions: Dog pulls volunteer forward... / ... volunteer stops and waits for dog to calm before moving forward. / Dog pulls volunteer forward... / ... volunteer stops and waits for dog to calm before moving forward.]

“The following video demonstrates how respond when you meet visitors or other dogs. Giving space to others will minimize the chance that the dog jumps on people and starts fight with other dogs.”

[Video clip shows shelter volunteers walking dogs along the front of the shelter. The shelter volunteers change trajectory and walk another direction when the student and her dog come into view on the footage. Captions: These volunteers ... (arrow on video drawing attention to videos in distance) / ... see this dog coming ... (circle to draw attention to student and dog entering frame) / ... and give this dog and volunteer space by walking another direction.]

“When touring the facility before working with dogs, you should take time to locate the different exercise areas so you know where to take the dogs when you go outside. Always choose an empty yard for your dog. Dogs that don’t live together should never play together without staff supervision and direction.

“As a rule of thumb, dog’s that don’t STAY together don’t PLAY together. This minimizes fighting between dogs and reduces the spread of germs that cause illness at the shelter.

Smaller yards are ideal for small dogs – dogs 25 pounds and smaller. [Video slides shows images of three small breed dogs.] While larger yards should only be used for larger dogs. [Video slides shows images of three large breed dogs.]

“If all of the yards are full, walk your dog around shelter property until an appropriately-sized yard becomes available.”

“The -HS uses a double-gate system in all of its large exercise yards. This design means you will enter the yard by passing through two separate gates. These double-gates help reduce the number of dogs who get loose due to leash error, helps protect visitors entering and exiting the yard, and are two additional opportunities for you to teach the dog how to wait calmly at gates!

“In the following video, watch as the volunteer correctly uses the double-gate system.

[Video clip shows student correctly moving through the double-gate system. Captions: Tell dog to wait before entering gates and doors. / Only move forward when dog is calm. / Close gate behind you. / Tell dog to wait before opening gate. / Only move forward when dog is calm. / Close gate behind you.]

“When outside, make the most of your yard-time by first walking the dog around the perimeter of the exercise yard. Taking time to walk around the fence inside the yard teaches the dog to be calm when first entering the yard, which creates a good first impression for potential adopters! Once the dog is calm should you let them off leash to play.

“In the following video, the volunteer walks the dog around the perimeter of the yard before letting it off-leash.

[Video clip shows the student walking the dog around the entire perimeter of the yard. The video is accelerated to 4x speed due to the long duration of the clip. Captions: This clip has been accelerated to show you the entire length of the perimeter walk. / Let the dog off-leash ONLY when the dog is calm. / This creates a good first impression when meeting potential adopters.]

“In the following video, see how the dog behaves when the perimeter walk is NOT used.”

[Video clip shows the student removing the leash from a different dog. The dog is unruly during leash removal and the dog jumps on the volunteer and runs away as soon as the leash is removed. Captions: Always walk the dog around the yard before letting them off-leash, or else...]

“For some potential adopters, the dog in the previous video may be seen as “playful” or “energetic.” But for most adopters, the dog’s behavior was out of control. This type of behavior decreases the likelihood that the dog will be adopted.

“After a few minutes of free play, use the rest of your yard time to teach good skills. Target skills like recall, or asking the dog to return to you when called. You can also teach other skills like sit or shake. You might teach social skills like fetch or frisbee.

“Teaching simple skills helps improve how potential adopters view the dog and increases the likelihood that these dogs will be adopted.

“Simple skills training also give dogs a way to get attention from people for appropriate behavior. Dogs without appropriate skills often resort to undesirable behavior like jumping for attention.

“If the dog uses the bathroom in the yard, be sure to clean up any solid waste left behind. Materials are provided in each yard to assist with cleanup.

“Don’t stop encouraging good behavior on your last walk together. Continue teaching calm leash walking by waiting each time the dog pulls. Stop at all gates and barriers and wait for the dog to be calm before walking through. Also be sure to give space to all visitors and other dogs to minimize injury and the spread of illness.”

“In the following video, watch as the volunteer and dog walk back to the shelter. Notice that the volunteer encourages all the same good behaviors during this walk as she did on the way out of the shelter.

[Video clip shows the student walking with the dog back to the kennel exit door. Captions: Give space to all other dogs and visitors. / Stop and wait for calm if the dog pulls you. / Stop at doors/gates and tell dog to wait. ONLY move forward if dog is calm. / Close the gate behind you. / Drop your dirty toy in the container outside the kennel exit door.]

“Finish your walk using the following steps: First, drop dirty toys in the bin outside the kennel exit door. Second, return the dog to their kennel. Double-check the name on the door to be sure you’re putting the dog away in the correct kennel. Give the dog a treat when unleashing. This may distract them and make removing the leash easier! Third, write the name of the dog you just walked on the “walked” list near the kennel exit door. Fourth, if anything unusual happened when working with the dog, take a moment to report it to staff. Last, sanitize your hands and get fresh supplies before moving on to a new dog.

“The following videos show how the volunteer finishes her walk.

[Video clip shows the student finishing a walk. Student enters shelter, returns dog to kennel, writes the dog’s name on the walked dog list, then sanitizes her hands. Captions: Return dog to kennel – double check that their name is on the kennel door. / giving the dog a treat can make de-leashing easier. / Use one foot to hold the door closed! (Circle added on video for emphasis) / Write the dog’s name on the walked list near the kennel exit door. / Sanitize hands before touching any other dogs.

“When you’ve finished your shift for the day, return all shelter equipment including toys and leashes, sign out of the volunteer log, and check out with the volunteer coordinator.

“Finally, we encourage all volunteers to consider the health of their own pets. Protect them by changing your clothes and washing up before handling them.”

Goal 6: Preparing for the Unexpected

“Of course, the --- Humane Society is no stranger to surprises! This section is designed to help you know what to do when the unexpected happens during your volunteering shift.

“Chances are good that a dog will get away from you in the kennel area at some point in your volunteering. If they do, don’t panic. Close the exterior door to the shelter, and ask a staff member to help you get the dog back.

“If a dog gets away from you outside the kennel area, this is much more serious. Don’t panic, and don’t chase the dog. This only encourages the dog to run away, which may result in injury or

permanent loss of the dog. It's very important that you run to the front desk and ask them to help you find a staff member to get the dog back right away."

"If you ever see a dog fight, never attempt to reach between the two dogs and break them up. This can cause injury to both you and the dogs. If the two dogs are on leashes, you can easily pull them apart. Report the fight to staff. If the dogs are off-leash, immediately run and find a staff member to help you..

"If the dog appears to be ill (for example, sneezing, coughing, diarrhea, vomiting) return to the dog to their kennel and report those symptoms to staff right away. This dog might need medical care.

"If a dog seems to be injured but can still walk, return the dog to their kennel and report the injury to staff right away. If a dog is injured and cannot move, ask a visitor or another volunteer to bring a staff member. If there are no visitors nearby, run to the front desk and ask staff for assistance."

"In review, there are three key responsibilities you have when working at the shelter. First, your own safety. Second, the safety of the sheltered pets. And finally, encouraging behavior that improves their adoptability.

"Volunteers are primarily responsible for one-on-one enrichment with sheltered dogs, so it's your responsibility to encourage the kind of behavior that will make dogs more adoptable.

"You can improve a dog's likelihood of being adopted by encourage good behaviors like calm leash walking, returning when called, simple tricks like sit, wait, lay down, and shake. You can also improve adoptability by developing play skills with sheltered dogs.

"Discourage behaviors like leash pulling, jumping on people and nipping that increase the likelihood that this dog will not be adopted.

"If you ever see the dog engaging in dangerous behavior, including biting, dog-on-dog aggression, aggression towards people, jumping that doesn't respond to training, and other difficult-to-manage behavior, report this to staff right away. This dog needs a behavior modification plan developed by the shelter trainer.

"If you ever feel uncomfortable working with a dog, return them to their kennel. If you see anyone using hurtful or scare-based training methods, report them to staff right away.

“This video primarily focused on teaching good leash walking skills, because every dog will need to learn these. However, you can decrease unwanted behavior by withholding attention and reward for three to five seconds when they occur. And you can teach appropriate behavior by giving praise, attention, and treats when you see them.

“When reviewing the information available on every kennel, you should always know the name of the dog you’re working with (since it’s useful for training and ensuring the dog goes back in the right kennel). You should know if the dog is “available” for adoption (If the dog is unavailable, do not handle that dog. And any other health or behavior notes from shelter staff and trainers. Always read and follow instructions on the kennel.”

“Preventing illness in the shelter is easy, and one way you can help protect our sheltered pets. Remember to sanitize hands between every dog you touch, don’t touch dogs that are ill or can’t go outside, dogs that don’t stay together can’t play together, use clean toys for each new dog, and clean up any solid messes left in the yard.”

“Report any unusual behavior – such as vomiting, diarrhea, coughing, or sneezing – to shelter staff. If a dog is loose, only attempt to catch them ONLY if they’re inside the kennel. Otherwise, alert staff right away and let them get the dog back. Report staff right away in case of a loose dog outside or any type of illness or injury.”

“This concludes Volunteer Training Module 2: Walking and Teaching Dogs. We hope you enjoyed this video. If you have any questions, comments, or concerns, please contact the author at [researcher’s email address].”

Appendix N
Training Module 1: Introduction to Volunteering with Dogs
Enrichment Training Guide

This purpose of this training module is to introduce new volunteers to the volunteer position at the Humane Society. After completing this module, you will know what role volunteers play in the lives of sheltered dogs, know the importance of enrichment in shelter environments, and know how to prepare for your first volunteering session.

The questions below are designed to measure the effectiveness of the training module and identify any areas where you may benefit from additional training. Your initial volunteer training will not be considered complete – and you will not be able to volunteer – until this Enrichment Guide and your Volunteer Profile Form are submitted to the volunteer coordinator. All new volunteers will complete this training before volunteering.

Use the training module to answer the following questions:

1. TRUE or FALSE: You should complete this training guide before volunteering at the -- Humane Society.
2. Fill-in-the-Blank: Training is only considered complete when the completed Enrichment Training Guide and volunteer profile form are returned to the _____.
3. TRUE or FALSE: Volunteers who own dogs have all the experience necessary to volunteer at the -- Humane Society.
4. Which of the following answers best represents the information provided in the video? Dogs in shelters often have unique needs when it comes to training and handling. As a result, volunteers:
 - a. Need to be more patient with sheltered dogs – they've had a tough life!
 - b. Must be more stern with sheltered dogs – they need to learn.
 - c. Must receive training on how to safely and effectively work with sheltered dogs.
 - d. Should avoid working with challenging shelter dogs.
5. Fill-in-the-Blank: Enrichment programs refer to any changes to the shelter environment that improve the _____ of sheltered pets.
6. Fill-in-the-Blank: Volunteer Training helps ensure that volunteers and dogs are safe, and that volunteers are _____ in their expectations, which helps dogs learn faster.
7. Short Answer: Who provides most of the one-on-one socialization for sheltered pets at the LHS?
8. TRUE or FALSE: Sheltered dogs learn how to act with people through their interactions with volunteers.
9. Fill-in-the-Blank: _____ (2 words) can help dogs find and stay in their forever homes, and may ensure a long and happy life.
10. TRUE or FALSE: Volunteers make little difference in whether or not dogs get adopted.

11. Fill-in-the-Blank: Before volunteering for the first time, volunteers are expected to:
- Review the training materials (Orientation Manual and "Who Can Go Outside" handout)
 - Complete the *Enrichment Training Guide* and Volunteer Profile Form and _____ them to the volunteer coordinator.
 - Submit a \$15 volunteer fee
 - _____ the -- Humane Society to learn where important items are found.
12. Volunteers are expected to wear appropriate clothing, which includes which two key items?
13. TRUE or FALSE: Volunteers are a cornerstone of the -- Humane Society.

Training Acceptability Survey

Please indicate how much you agree with the statements below using the scale provided. Your honest feedback will help the Humane Society improve training for volunteers!

1=strongly disagree 2=disagree 3=slightly disagree 4=slightly agree 5=agree 6=strongly agree

The learning objectives for this video module were clear.	1	2	3	4	5	6
The video module was successful at teaching the training objectives.	1	2	3	4	5	6
The information in this video module is important for new volunteers to know.	1	2	3	4	5	6
The format of this training (video with Training Guide) was convenient.	1	2	3	4	5	6
Items in this training guide focused on important concepts from the video module.	1	2	3	4	5	6

What about this training module did you enjoy?

Do you have any suggestions for improving this training?

Appendix O
Training Module 2: Walking and Teaching Dogs
Enrichment Training Guide

This purpose of this training module is to teach new volunteers to safely handle dogs at the Humane Society. After completing this module, you will know how to safely handle dogs, including ensuring good health through hygiene, encouraging good behavior, handling dogs safely, finding and understanding shelter information, and preparing for the unexpected.

The questions below are designed to measure the effectiveness of the training module and identify any areas where you may benefit from additional training. Your initial volunteer training will not be considered complete – and you will not be able to volunteer – until this Enrichment Guide and your Volunteer Profile Form are submitted to the volunteer coordinator. All new volunteers will complete this training before volunteering.

Use the training module to answer the following questions:

1. TRUE or FALSE: Research shows that an animal's appearance is the leading cause of surrender to animal shelters.
2. Fill-in-the-Blank: Adopters really notice the _____ of sheltered dogs.
3. Short Answer: Name three behaviors that volunteers can encourage to improve a dog's adoptability.
4. Select the best answer: If a dog is engaging in dangerous behavior, you should...
 - a. Report the behavior to the new adopters so they are prepared for it in the future.
 - b. Don't work with that dog anymore.
 - c. Report the behavior to another volunteer with more experience so they can fix it.
 - d. Report the behavior to staff so the dog trainer can develop training programs to save the dog's life.
5. TRUE or FALSE: Because good behavior is so important, it is sometimes necessary to use intrusive training methods such as shock collars and choke chains.
6. Fill-in-the-Blank: Sanitizing hands between each and every animal at the humane society helps _____ the spread of zoonotic diseases in the shelter.
7. Select the best option: Before touching any sheltered animals, the first step is always:
 - a. Touch the dog briefly through the bars of the kennel to be sure they're not aggressive.
 - b. Read the information available on the dog.
 - c. Ask staff about the dog's history.
8. Check all correct answers: In what ways can volunteers protect the dogs' health through hygiene outside of the shelter?
 - ☐ Encourage the dog to touch other sheltered dogs to build up their immune system.
 - ☐ Use a clean toy for each dog walked.
 - ☐ Don't take any dogs outside. Outdoor germs can harm their immune system.
 - ☐ Clean up solid waste left by the dog.
9. Short Answer: Before handling any sheltered animals, you must be wearing which two clothing items?

10. Check all correct answers: If you are not wearing the volunteer dress code, which of the following will happen?
- ☐ I will not be able to handle animals.
 - ☐ I will be asked to change.
 - ☐ I will be required to complete basic training a second time.
 - ☐ I will be “fired” from volunteering.
11. Fill-in-the-Blank: Preparing for the walk before looking at any sheltered pets helps create a better walking experience in the following ways:
- a. I can dedicate my full attention to the dog and their _____.
 - b. I am less likely to reward inappropriate behavior.
 - c. The dog and I are _____.
12. Fill-in-the-Blank: Before the first volunteering shift, volunteers should _____ the humane society to learn the location of important items.
13. Short Answer: What type of leashes are used at the -- Humane Society?
- Fill-in-the-Blank: Using a clean _____ for each dog walked can minimize the spread of illness between dogs.
14. Fill-in-the-Blank: Using too many treats can cause upset stomach, so volunteers should ask for _____ to use as a treat if they plan on doing any extensive training.
15. Fill-in-the-Blank: A clothes pin on the information card of a dog at the -- Humane Society communicates that the dog has received *what* that day?
16. Fill-in-the-Blank: Most supplies are located on the window overlooking the lobby, just inside the _____ area.
17. Fill-in-the-Blank: The -- Humane Society’s aim is to take out every dog (2 words) _____.
18. TRUE or FALSE: If the dog is listed as “unavailable”, they’re safe to walk but can’t be adopted.
19. Short Answer: If the information on the front of Mr. Rogers’ kennel says “DO NOT WALK”, how should you handle Mr. Rogers?
20. Select the best answer: It is your first time volunteering and all of the dogs in the shelter have been walked except Rocko, a 150 pound Labrador who is jumping on the door every time you walk past, what should you do?
- a. Take out Rocko. Every dog needs to be walked every day.
 - b. Take out Rocko. His energetic behavior suggests he REALLY needs a walk!
 - c. Take out another dog. Rocko is too energetic for beginning volunteers.
 - d. Ask shelter staff if there are any other tasks that need to be done.
 - e. Go home. The good dogs have already been walked.
21. Fill-in-the-Blank: If you’re having difficulty getting the dog on leash, choose a _____ dog. Their behavior may be an indication that they’re too advanced for your skill level and won’t be any easier to handle outside.
22. Fill-in-the-Blank: If you ever feel uncomfortable when working with a sheltered dog, put them back in their kennel. Your number one priority is your own _____, and you should trust your instincts.
23. Put the following walk preparation steps IN ORDER from start to finish as demonstrated in the videos from first (1) to last (8).

- _____ Sign in to the volunteer log
- _____ Read and learn available information on the kennel
- _____ Collect clean toys, treats, and a clothes pin from the supply area
- _____ Learn the dog's name
- _____ Review the "walked" list near the kennel exit door
- _____ Place a clothes pin on the dog's kennel
- _____ Find a leash
- _____ Remove the dog from the kennel

24. TRUE or FALSE: Prepare the leash before the kennel door is opened.
25. Fill-in-the-Blank: When approaching gates and doors, prompt (tell) the dog to _____ and only move forward when the dog is calm and not pulling forward. This teaches calm walking.
26. TRUE or FALSE: The yard immediately outside the kennel exit door is a safe play yard to let your dog off-leash.
27. Short Answer: What should you do when the dog pulls on the leash during walks?
28. Fill-in-the-Blank: Dogs who don't _____ together don't _____ together.
29. If you're walking a chihuahua and all of the small yards are full, where should you take the dog?
- a. On a walk around the neighborhood.
 - b. Around shelter property until an empty yard becomes available.
 - c. Into an empty large yard.
 - d. Into a small yard with another, unfamiliar dog.
 - e. Back to the shelter. There's no room to volunteer today.
30. True or False. When entering the yard for the first time, walk the dog completely around the perimeter of the yard.
31. Fill-in-the-Blank: Teaching simple skills like sit and shake helps improve how potential adopters view the dog and increases the likelihood that these dogs will be _____.
32. TRUE or FALSE. Report symptoms of illness or injury to staff right away.
33. TRUE or FALSE. If a dog gets loose outside the kennel, chase the dog so they don't get away.
34. Put the following walk finishing steps as demonstrated in the videos from first (1) to last (7).
- _____ Choose a new dog
 - _____ Put the dog back in their kennel
 - _____ Check the information card to be sure the dog goes into the correct kennel
 - _____ Report any unusual symptoms or behavior to staff
 - _____ Place dirty toys in the bin outside the kennel exit door
 - _____ Write the name of the dog down on the "walked" list
 - _____ Sanitize hands
35. To decrease unwanted behavior, withhold attention for (4 words) _____ immediately following the behavior and reward another, more appropriate behavior to replace it.

At the beginning of your first volunteering session, use the "Locating Dog Walking Supplies" worksheet to be sure you've found the location of all important items you'll need when volunteering!

Training Acceptability Survey

Please indicate how much you agree with the statements below using the scale provided. Your honest feedback will help the Humane Society improve training for volunteers!

1=strongly disagree 2=disagree 3=slightly disagree 4=slightly agree 5=agree 6=strongly agree

The learning objectives for this video module were clear.	1	2	3	4	5	6
The video module was successful at teaching the training objectives.	1	2	3	4	5	6
The information in this video module is important for new volunteers to know.	1	2	3	4	5	6
The format of this training (video with Training Guide) was convenient.	1	2	3	4	5	6
Questions in this training guide focused on important concepts from the video module.	1	2	3	4	5	6

What about this training module did you enjoy?

Do you have any suggestions for improving this training?

Appendix P
Volunteer Recruitment Flyer

The -- Humane Society needs YOUR help!

How can you help?

The -- Humane Society is improving volunteer pre-service training. We need a few new volunteers to participate in the training and help suggest changes.

What will you do?

Participate in training at the -- Humane Society.

Visit the shelter two to three times per week for up to a month at a time of your convenience.

Be observed walking and handling sheltered dogs.

Give us feedback on how to make the training better!

What's in it for you?

Become a volunteer at the -- Humane Society.

Learn more about how to safely and effectively handle sheltered dogs.

Work directly with a researcher from the University of Kansas and learn strategies to help sheltered dogs get adopted!

How to get started:

Participants must be at least 18 years of age and physically capable of handling dogs without assistance.

If you're ready to help make a difference, email your contact information (name and phone number) to VHoward@--Humane.org!

Volunteer Demographic and Dog History Survey

Please complete the survey below and tell us more about your experience with dog handling.

1. Name:
2. Age: Gender:
3. Have you ever volunteered with an animal shelter or handled dogs professionally?
 - a. If so, please tell us more about that experience. (*How long ago was that experience? How long did it last? Where did it take place?*)
4. Do you currently own a dog(s)?
 - ☐ I have never owned dog(s).
 - ☐ I have owned a dog(s) in the past, but do not own dog(s) now.
 - ☐ I currently own dog(s).
5. Have you handled dogs in the past (including providing care for, walking, or training)?
 - ☐ I have never handled dog(s).
 - ☐ I have handled dog(s) in the past, but do not handle dog(s) now.
 - ☐ I currently handle dog(s) on occasion (up to once per week).
 - ☐ I currently handle dog(s) regularly (more than once per week).
6. How would you describe your dog training abilities?
 - ☐ I have never trained dogs.
 - ☐ I have done some simple skill training ('tricks' like sit or shake, potty training).
 - ☐ I have done some extensive skill/obedience/agility training (reducing problem behavior, teaching agility courses, teaching complex skills).
 - a. If you have trained dogs, what are some things you've trained dogs to do?
 - b. Is there anything you'd like to learn to train dogs to do?
7. Is there any other information that you would like to share about your personal history with dogs that we forgot to ask?

Appendix R

Revised DWEP Integrity Observation Form

		Preparing for the Walk & Dog Choice	Type
<input type="checkbox"/>	1	Signs in	A
<input type="checkbox"/>	2	Gets clean leash	P
<input type="checkbox"/>	3	Gets treats/treat bag	P
<input type="checkbox"/>	4	Gets clothes pin	P
<input type="checkbox"/>	5	Gets clean toy	P
<input type="checkbox"/>	6	Gets poop bag	P
<input type="checkbox"/>	7	Checks Volunteer Information Board	P
		Choosing a Dog	
<input type="checkbox"/>	8	Has clean hands (sanitizes between all dogs, or touches no dogs before taking out dog)	S
<input type="checkbox"/>	9	Reads kennel card	P
<input type="checkbox"/>	10	Places a clothes pin on the dog's information card	P
<input type="checkbox"/>	11	Chooses "available" dog (see IOA notes)	S
		Leashing the Dog Correctly	
<input type="checkbox"/>	12	Leash is assembled correctly	L
<input type="checkbox"/>	13	Has hands free (no toys, clips, treats) when leashing	L
<input type="checkbox"/>	14	Leash ready (assembled, around wrist, and loop ready to put on dog) before opening door	L
<input type="checkbox"/>	15	Uses one leg to block dog in kennel while leashing	L
<input type="checkbox"/>	16	Leash is correctly on dog before the dog passes the kennel door	L
		Exiting the Shelter	
<input type="checkbox"/>	17	Keeps dog from touching other dogs or kennels (in shelter)	S
<input type="checkbox"/>	18	Keeps dog from touching other people (in shelter)	S
<input type="checkbox"/>	19	Exits through kennel exit door	P
<input type="checkbox"/>	20	Uses barrier technique (stop, prompt, wait, forward only when calm) at kennel exit door	B+
<input type="checkbox"/>	21	Stops briefly in grassy side yard for dog to potty (10-20 sec)	B-
<input type="checkbox"/>	22	Keeps dog on leash in side yard	S
<input type="checkbox"/>	23	Praises all eliminations (urination and defecation)	B+
<input type="checkbox"/>	24	Collects all solid waste	S
		Walking to the Exercise Yard	
<input type="checkbox"/>	25	Uses barrier technique (stop, prompt, wait, forward when calm) at kennel exit gate.	B+
<input type="checkbox"/>	26	Moves through gate walker first (or simultaneously)	B+
<input type="checkbox"/>	27	Shuts gate behind self	S
<input type="checkbox"/>	28	Uses two hands to control leash and dog	B+
<input type="checkbox"/>	29	Walks at leisurely pace & waits for calm every time dog tugs	B-
<input type="checkbox"/>	30	Provides space to keep dog from touching other people	S

	31	Provides space to keep dog from touching other dogs	S
	32	Chooses size-appropriate empty exercise yard for dog	P
	33	Uses barrier technique (stop, prompt, wait, forward when calm) at gate 1	B+
	34	Moves through gate walker first (or simultaneously)	B+
	35	Shuts gate behind self	S
	36	Uses barrier technique (stop, prompt, wait, forward when calm) at gate 2	B+
	37	Moves through gate walker first (or simultaneously)	B+
	38	Shuts gate behind self	S
	39	Walks dog around yard until calm	B+
	40	Removes leash only when dog is calm and in a closed yard	B-
	41	Correctly gives dog's name	S
	42	Correctly gives dog's "availability"	S
	43	Provides enrichment to dog (Recall, sit/shake/down, play, or petting for 10+ consecutive seconds)	B+
	44	Praises all eliminations (urination and defecation)	B+
	45	Collects all solid dog waste.	S

Walking Back to the Shelter

	46	Uses barrier technique (stop, prompt, wait, forward when calm) at gate 2	B+
	47	Moves through gate walker first (or simultaneously)	B+
	48	Shuts gate behind self	S
	49	Uses barrier technique (stop, prompt, wait, forward when calm) at gate 1	B+
	50	Moves through gate walker first (or simultaneously)	B+
	51	Shuts gate behind self	S
	52	Volunteer uses two hands to control leash and dog	B+
	53	Walks at leisurely pace & waits for calm every time dog tugs	B-
	54	Provides space to keep dog from touching other people	S
	55	Provides space to keep dog from touching other dogs	S
	56	Collects all solid dog waste.	S
	57	Praises all eliminations	B+
	58	Used positive training (i.e., no hitting, kicking, pushing or physical redirect w/o less intrusive prompt)	S

Entering the Kennel

	59	Chooses appropriate entrance door	P
	60	Uses barrier technique (stop, prompt, wait, forward when calm) at kennel exit gate.	B+
	61	Moves through gate walker first (or simultaneously)	B+
	62	Shuts gate behind self	S
	63	Uses barrier technique (stop, prompt, wait, forward when calm) at kennel exit door.	B+
	64	Moves through door walker first (or simultaneously)	B+
	65	Keeps dog from touching other dogs or kennels (in shelter)	S
	66	Keeps dog from touching other people (in shelter)	S

	Re-Kenneling	
<input type="checkbox"/>	67 Checks dog's kennel information card before re-kenneling	S
<input type="checkbox"/>	68 Gives dog a treat (after returning to kennel, before unleashing)	L
<input type="checkbox"/>	69 Removes leash without dog exiting kennel	L
<input type="checkbox"/>	70 Leaves clothes pin on kennel information card	P
<input type="checkbox"/>	71 Deposits all dirty items (toys & leash) in the "dirty" bin (or on floor near shelf if bin is missing)	S
<input type="checkbox"/>	72 Reports any unusual behavior or symptoms to staff (when applicable)	S
<input type="checkbox"/>	73 Signs out	A

Appendix S

Knowledge Assessment (version 1)

This assessment is designed to assess your understanding of shelter policies and safe-handling practices. Please answer these questions to the **best** of your ability.

1. Volunteers are expected to wear appropriate clothing, which includes which **two** key items?
2. Name **three** behaviors that volunteers can encourage dogs to do more of that would improve the dog's adoptability.
3. TRUE or FALSE: Because good behavior is so important, it is sometimes necessary to use punishing training methods such as shock collars and choke chains.
4. Fill-in-the-Blank: Using a clean _____ and _____ for each dog walked can minimize the spread of illness between dogs.
5. Fill-in-the-Blank: Placing a _____ (2 words) on the dog's kennel card shows other volunteers that the dog has been walked.
6. TRUE or FALSE: If the dog is listed as "unavailable", they're safe to walk but can't be adopted.
7. All of the dogs in the shelter have been walked except Rocko, a Golden Retriever who seemed calm when you first approached him but got really excited and jumpy when you started to try to leash him. You're having a hard time getting him on the leash. What should you do?
 - o. Take out Rocko. Every dog needs to be walked every day.
 - p. Take Rocko out for a long run downtown. His energetic behavior suggests he REALLY needs intensive exercise.
 - q. Take out another dog. Rocko is too energetic for beginning volunteers.
 - r. Go home. The good dogs have already been walked.
8. TRUE or FALSE: The grassy area just outside the kennel exit door is a great place to let the dog off-leash.
9. Julie and Rebecca are close friends and new volunteers. Rebecca suggests that they take dogs from different kennels into a single yard so the dogs can get to know one another. They should:
 - a. Julie and Rebecca should take their dogs to the same yard. Learning to get along with new dogs is an important skill for sheltered dogs.
 - b. Julie and Rebecca should take their dogs to different yards to exercise, but they can do an off-leash dog meet in the large yard outside the kennel area.
 - c. Julie and Rebecca should take their dogs to different yards, and should not let them meet or touch in any way.
10. If you're ever uncertain about what to do or how to safely work with sheltered dogs, who should you speak to?

Appendix T

Knowledge Assessment (version 2)

This assessment is designed to assess your understanding of shelter policies and safe-handling practices. Please answer these questions to the **best** of your ability.

1. Volunteers are expected to wear appropriate clothing, which includes which **two** key items?
2. Name **three** behaviors that volunteers can encourage dogs to do more of that would improve the dog's adoptability.
3. TRUE or FALSE: Good behavior is important, but trainers should never use aversive training methods such as shock collars and choke chains.
4. Fill-in-the-Blank: Volunteers can minimize the spread of illness between dogs by using a clean _____ and _____ for each dog.
5. Fill-in-the-Blank: Volunteers can communicate to other people that a dog has been walked by putting a _____ (2 words) on the dog's kennel card.
6. TRUE or FALSE: If the dog is listed as "unavailable," they should not be handled by volunteers.
7. All of the dogs in the shelter have been walked except Rocko, a Golden Retriever who seemed calm when you first approached him but got really excited and jumpy when you started to try to leash him. You're having a hard time getting him on the leash. What should you do?
 - s. Go home. The good dogs have already been walked.
 - t. Leave Rocko alone. He's too energetic for new volunteers.
 - u. Every dog needs to be walked every day, so take Rocko out to exercise.
 - v. His energetic behavior suggests he REALLY needs intensive exercise – take Rocko out for a long run downtown.
8. TRUE or FALSE: The grassy area just outside the kennel exit door is not a safe place to let the dog off-leash.
9. Julie and Rebecca are close friends and new volunteers. Rebecca suggests that they take dogs from different kennels into a single yard so the dogs can get to know one another. They should:
 - a. Julie and Rebecca should take their dogs to different yards. The dogs should not touch at any time.
 - b. Julie and Rebecca should take their dogs to the same yard. Learning to get along with new dogs is an important skill for sheltered dogs.
 - c. Julie and Rebecca should take their dogs to different yards to exercise, but they can do an off-leash dog meet in the large yard outside the kennel area.
10. If you're ever uncertain about what to do or how to safely work with sheltered dogs, who should you speak to?

Appendix U

Volunteer Training Acceptability and Effectiveness Survey

Please indicate how much you agree with the following statements using the scale below.

1- strongly disagree 2-disagree 3-slightly disagree 4-slightly agree 5-agree 6- strongly agree

Hands-on Training with the Animal Care Associate was an effective way to teach me to safely handle and encourage good behavior with sheltered dogs	1	2	3	4	5	6
The Video Training was an effective way to teach me to safely handle and encourage good behavior with sheltered dogs.	1	2	3	4	5	6
Feedback and hands-on training with the researcher was an effective way to teach me to safely handle and encourage good behavior with sheltered dogs.	1	2	3	4	5	6
It is important to complete training before handling dogs.	1	2	3	4	5	6
I would recommend the video training I received for other volunteers.	1	2	3	4	5	6
I would be willing to receive video training for other shelter jobs.	1	2	3	4	5	6
I would recommend the feedback I received for other volunteers.	1	2	3	4	5	6
I would be willing to receive feedback again in the future.	1	2	3	4	5	6
I feel comfortable that I can safely work independently with sheltered dogs.	1	2	3	4	5	6
It is important to use the procedures described in training to keep sheltered dogs safe.	1	2	3	4	5	6
It is important to use the procedures described in training to improve dogs' behavior.	1	2	3	4	5	6
I know how to increase behaviors that will help dogs be adopted.	1	2	3	4	5	6
I know how to decrease behaviors that will prevent dogs from being adopted.	1	2	3	4	5	6
I would recommend volunteering to others.	1	2	3	4	5	6

Which method of training (hands on with the ACA, video training, or feedback) taught you the most about **safely handling** sheltered dogs?

Which method of training (hands on with the ACA, video training, or feedback) taught you the most about **improving sheltered dog behavior**?

Which method of training (hands on with the ACA, video training, or feedback) did you **prefer the most**?

Which methods of training (hands on with the ACA, video training, and/or feedback) do you feel are **most important** for future volunteers?

Do you have any other ideas on how the training could be improved?

Appendix V

Video-Based Training: Video Transcript

Unless otherwise indicated, video includes on-screen written instructions with corresponding verbal narrations.

Video-Based Training – Part 1

Welcome

Welcome to volunteering at the --- Humane Society. On behalf of the staff, directors, and animals of the shelter, we would like to thank you for contributing your time and dedication to our sheltered pets. We look forward to working with you!

This training package is designed to teach new shelter volunteers to work safely with shelter dogs and encourage good behavior that will help the dogs be adopted.

When this training is complete, you will:

1. Understand the role of volunteers at the --- Humane Society
2. Know how to find your way around the shelter, and find the supplies you'll need for working with sheltered dogs
3. Know how to keep yourself and pets in the shelter safe
4. Describe why good behavior is important for sheltered dogs
5. Learn strategies to decrease problem behavior and increase good behavior in sheltered dogs
6. Be able to safely walk and teach sheltered dogs

The video you're about to watch includes maps to show you where to find important supplies and areas both inside and outside shelter. **[Video displays small interior and exterior maps]** This video also includes pictures to highlight important ideas or materials **[Video displays images of a student volunteer reading a kennel card and solid waste cleaning supplies in an exercise yard.]**, and video clips of a volunteer working with sheltered dogs to help show you how to teach the dogs safely and correctly. These clips, just like the one you see here, **[Video displays brief clip of student volunteer placing a clothes pin on the kennel card of a sheltered dog. Video call out fades the video to call attention to video captions. Video call out draws arrow pointing to the video caption.]** will include on-screen text to help highlight important steps of the volunteer's work. This video will conclude with a full, start-to-finish example of how to safely and effectively walk a sheltered dog.

You may pause or stop the video at any time to review or re-watch any section of the video. This training package includes seven short videos. If you'd like to go back and re-watch any section of the video, check out your Training Study Guide. There is an outline of all training material

included in the packet. **[Video displays image of the cover page/outline of the Training Study Guide.]**

This training package also includes a Training Study Guide. The questions in this study guide will occur in the same order as they appear in the video. Please answer these questions as you watch the video. The questions are designed to test how well the training works, and can help identify any places where you may need additional training. **[Video displays the first page of questions from the Training Study Guide, with two answers filled in.]**

Pause the video **now** and review the study guide to help prepare for the questions that follow.

When you are ready to volunteer, return your completed study guide to the staff at the --- Humane Society. **[Video displays image of the cover page/outline of the Training Study Guide.]** Take time to tour the shelter, finding all the supplies you'll need to volunteer. **[Video displays an image of the Shelter Tour Checklist form.]**

Finally, let the staff know when you're ready to work one-on-one with a trainer, who will support you and give you feedback on your work. These suggestions are to help increase safety for you and the animals, and to make you more effective as a volunteer.

Finally, it is important to know that this video is only the beginning of your volunteer training. Each new shift at the shelter brings new opportunities for learning and improving your skills. You will learn a variety of new skills and shelter policies as you take on different roles in your time with the --- Humane Society. If you have questions at any time, be sure to contact a staff member for more information!

Goal 1: Understanding the Role of Volunteer

Volunteers are very important to The --- Humane Society, because your work helps sheltered pets get adopted. This section of the video will describe the volunteer role to help you better understand what you can do to help.

Let's begin by addressing some common misconceptions that new volunteers have about the role of volunteers in our program. The first misconception we often hear is "isn't volunteering just walking dogs?" **[Video displays image of two people walking small dogs on leash in a park-like setting.]** Exercise is only a small part of what sheltered dogs need! Dogs living in shelters may come from a wide variety of backgrounds. **[Video displays an image of an older gentleman carrying one dog and walking another, as viewed from behind.]** For instance, some of our dogs have never learned to walk calmly on a leash. Some dogs may have learned that jumping on people is the best way to get attention. Some dogs may have never been around other dogs, so they'll need to learn how to get along with others. Each dog in the shelter will have individual needs, and some of these needs are very special. Because of those needs, volunteers need additional training to be able to teach a wide variety of dogs. This training will

help make sure that both volunteer and dog are working safely together. The training will also help the dog learn better because volunteers will teach skills consistently, which will lead to better behavior and more adoptable dogs.

Another common misconception we hear is “dog owners know what to expect from dogs, and they have all the experience they’ll need to volunteer.” **[Video displays an young woman sitting in grass holding a small dog.]** It’s important to remember that a dog in a home have a lot of privileges that dogs in shelters don’t. For example, dogs in homes have access to regular exercise, to socialization and affection from people, and even some simple training. Dogs in homes even have more room to stretch out and relax, leading to a dog that’s much less stressed out than dogs living in a shelter. **[Video displays a puppy running through a field, a dog licking the face of a young woman, a young man holding a treat out in front of a puppy with puppy lifting one paw, and a large breed dog stretched out on a small sofa. Images correspond with words *exercise, socialization, training, and room to stretch out* in narration above.]**

Having experience with your own dog will help **[Video displays image of a woman hugging a dog on a couch.]**, but dogs in shelters have special needs that dogs living in a home don’t have. **[Video displays a kennel door and treat dispenser, with a sign reading “please ask me to sit for my treat!”.]** The needs and abilities of each sheltered dog will be a little different, and volunteers need training to learn the skills necessary for teaching all sorts of dogs how to learn good behaviors that will help them get adopted.

Teaching good behavior is one of the best things volunteers can do for sheltered pets. Volunteers spend more time with dogs than anyone else in the shelter, and are the main source of human interaction for the dogs in the shelter. **[Video displays two images of female volunteers hugging dogs.]** Having more contact with these dogs means that most of the skills dogs learn will come from volunteers, not paid staff members or professional trainers. Your role as a dog walker will focus on teaching sheltered dogs good behavior, and you will make a big difference in helping dogs get adopted from the --- Humane Society!

Having good behavior helps sheltered dogs. Dogs who have good behavior have better skills for getting attention and affection from people, and they get more opportunities for exercise and time with people because they’re fun to be around. Adopters are more likely to adopt a dog with good behavior, and they’re less likely to return that dog to the shelter for behavior problems. It’s simple. Good behaviors help dogs find **[Video displays image of a happy looking man, woman, and child pointing to a kenneled dog.]** and stay in their forever homes, and may ultimately help ensure that they have a long and happy life! **[Video displays image of another happy family with an older dog in the foreground.]**

Every interaction we have with sheltered pets is an opportunity to teach them the skills that will help them be adopted. This video will show you some simple ways to teach sheltered dogs good behavior.

This section of the training video is now complete. Be sure that you've completed all the questions in your training study guide, and when you're ready, move on to the next section of the training video. **[Video displays image of the shelter exterior, displaying the name of the animal shelter prominently.]**

Video-Based Training – Part 2

Goal 2: Orientation to the Shelter

To better understand how to work in the shelter, it's important to know how the shelter is set up. This section of the video will show you how the shelter is arranged and where to find important information and supplies. We recommend you start your first shift by touring the shelter to find the location of all of these items and important areas.

This map shows a satellite image of the shelter. You will be working in the main shelter building, shown here. **[Video displays satellite image of shelter, then a green arrow call out highlights the main shelter building. Video fades to interior map of shelter.]** Inside this building, you'll find the following areas:

This is the main lobby area. **[Video callout fades all other sections of map except the portion showing the main lobby area. Video fades to image of the main lobby area as viewed when visitors first enter the shelter.]** This is the first part of the shelter that all of our visitors see. Here, Client Care Associates are available to answer questions you have about volunteering, and will take your completed Training Study Guide during your first shift. **[Video displays image of two shelter staff members behind the front desk and smiling at the camera.]** The main lobby area is also where you'll sign in and out of the volunteer log, and find volunteer name tags. **[Video displays image of volunteer log and name tag basket.]**

Dog Adopt Area - Behind the main lobby is the dog adopt area. **[Video callout fades all other sections of map except the portion showing the dog adopt area.]** This is where most of the shelter's ready-to-be adopted dogs are located. When you first begin volunteering, we recommend you walk dogs from this area.

The volunteer dog walking supply area is also in this area, located here. **[Video callout fades all other sections of map except the portion showing the dog walking supplies area. Video fades to image of dog walking supplies area.]** In this part of the shelter, you'll find all of the materials you'll need to train dogs, including leashes, treats, toys, bags for solid waste, and clothes pins. You'll also find the volunteer information board, located here. **[Video callouts**

point to and label all items listed.] These supplies will be described in more detail later in the video. Near these supplies is the kennel exit door, the door used to take dogs in and out of the shelter. **[Video callouts point to image of kennel exit door on inside of shelter, and video fades to a small exterior map of shelter displaying where on the property the kennel exit door leads to.]** It's important NOT to take dogs through the lobby area, because they might jump on people and track in mud and dirty. **[Video displays interior map of shelter. Red X video call out crosses out the main lobby area. Caption reads: "Do not walk dogs through the lobby area!"]**

There are more dogs in the area behind dog adopt, called healthy dog hold. **[Video callout fades all other sections of map except the portion showing Healthy Dog Hold.]** Dogs in healthy dog hold are waiting to move up to the dog adopt area. **[Video callout of an arrow shows movement from the Healthy Dog Hold to Dog Adopt, indicating direction of travel.]** Dogs may be in healthy dog hold for a variety of reasons. For instance, they may not have a temperament assessment, or may be stray dogs. Because the shelter does not have legal guardianship for stray dogs, we cannot allow volunteers to handle them. Healthy dog hold can be a bit tricky to navigate, we recommend you do NOT walk dogs from these areas until you have more experience walking dogs from the dog adopt area. You should also be able to read and understand information provided on kennels. **[Video displays a photo of the front of a dog's kennel with an information card. Video callout fades to highlight the information card.]** You can learn more about kennel information later in this video. **[Video caption reads "More information about reading kennel cards in Part 5: Walk Preparation!"]**

Other areas of the shelter include the cat adopt room, and two free-roaming adoptable cat areas (cat-topia and purradise). There is also a workroom located here, where shelter staff clean laundry and dishes, and where sheltered pets are groomed. There are also areas where volunteers cannot go without a staff member. These include a number of clinics and areas where animals with medical or behavioral needs live while receiving specialized care from staff. **[Video displays the shelter interior map. Callouts fade to highlight all areas listed above in sequence.]** The shelter is always looking for help with animals in this area, but volunteers must receive specialized training to work with these animals. If you're interested in working in any of these areas, let shelter staff know so you can receive training.

Outside the shelter, there are five large dog yards: the Big Pine Yard, the Blaze Yard, the West Willow Yard, the East Elm Yard, and the Untree Yard. There is also a small dog yard located here (the Little Dogwood Yard). This yard is for dogs that are very small, around 25 pounds or less. **[Video displays the shelter exterior satellite map. Text boxes and on-screen text appear to outline each of the exercise yards in sequence.]** Do not take small dogs into the large yards, or large dogs into the small yard. If all of the yards are full, walk the dog around on-leash until one becomes available.

Notice that there is a fenced yard here, just outside the kennel exit door. **[Video displays the shelter exterior satellite map. A text box and video callout fades to highlight the area indicated. Text reads “NOT an exercise yard”.]** This is NOT an exercise yard. Do not let your dog off-leash in this area. Other dogs will be coming in and out of the shelter, and letting your dog off-leash in this area could result in injury.

Do not use the yards located in the back of the shelter. . **[Text boxes and video callouts highlight two small yards behind the shelter. Text reads “TLC Dogs ONLY”.]** These yards are used for dogs that are ill and receiving medical care. If you take healthy dogs from the dog adopt area into these yards, you could be exposing the dogs to illness that could spread quickly throughout the shelter.

This section of the training video is now complete. Be sure that you’ve completed all the questions in your training study guide, and when you’re ready, move on to the next section of the training video. **[Video displays image of the shelter exterior, displaying the name of the animal shelter prominently.]**

Video-Based Training – Part 3

Video Goal 3: Safety

When volunteering at the --- Humane Society, your first priority should be safety. This section of the video will describe the ways you can keep yourself and the dog safe during volunteering.

Safety begins before you even leave your home. **[Video displays image of a person wearing denim pants and lace up sneakers.]** Help protect yourself from injury by dressing for safety during your shift. All volunteers are required to wear close toed shoes when volunteering. **[On screen text indicates shoes and socks are required.]** Wearing any other types of shoes, such as flip flops or crocs, will not give you enough traction to walk safely around the shelter and may result in falls and injuries. We also recommend that you wear long pants when working at the shelter. Pants can help protect you from being scratched when walking dogs.

We also recommend that you wear clothes that you don’t mind getting a little dirty. Our dogs are going to be very happy to see you! **[Video displays an image of three large dogs relaxing in a mud puddle.]**

The --- Humane Society can house hundreds of dogs and cats every day. With a group of pets this large, the chief concern is preserving their health by minimizing the spread of illness. As a volunteer, you can help by following these basic hygiene practices. First, sanitize or wash your hands between every pet you touch at the shelter. This can help reduce the spread of illness between pets in the shelter, and can even help protect your health as well.

You can also minimize the spread of germs between dogs by using fresh supplies for each dog. This includes using a new leash and toy for each dog that you walk. When you've finished a walk, put any dirty toys or leashes into the basket in the dog walking supplies area so staff can clean them. **[Video displays image of the dog walking supplies area. Video callout labels the location of the dirty toy/leash bin. Text reads "Dirty Supplies Here".]** There are also sometimes dirty toys in the yard. If you find toys in the yard that you didn't bring out, do not let the dog play with them. Instead, bring the toy back inside so it can be washed.

Next, read kennel information before touching any animal in the shelter. This is often very difficult for new volunteers because the sheltered pets are very cute and work very hard to get your attention. **[Video displays an image of a sheltered dog in a kennel looking at the photographer. Video callout adds a thought bubble over the dog's head. Text reads "Love me! LOVE ME!!"]** However, you must read the kennel information before touching pets. Information on the front of the kennel provides details about the health of each pet, including whether they are available for volunteers to work with. If any of that information instructs you to leave the pet alone, do not touch them. If you have any questions about the pet, ask a shelter staff member. They will be able to provide more information about each of the animals.

Shelter dogs have a lot of energy and are very excited to go out and play. As a result, the dogs can sometimes be difficult to handle at the start of the walk. To ensure that you can safely handle the dog and protect yourself and other visitors to the shelter, we recommend that you start volunteering a calm dog who weigh no more than 40 or 50 pounds. This is no guarantee that the dog will be easy to handle. If you're uncomfortable at any time during the walk or don't think you can handle the dog you're working with safely, take the dog back to their kennel. Trying to walk a dog that you can't control can lead to injury for yourself, the dog, or a visitor. It can also reinforce a lot of bad behavior from the dog, which decreases the likelihood the dog will be adopted.

At the shelter, we use the expression "dogs that don't stay together don't play together." This means that dogs that don't live in the same kennel should never touch one another. If unfamiliar dogs touch one another, it could result in the spread of germs or start a fight between those dogs. **[Video displays image of two dogs posturing aggressively at one another, including bared teeth and flat ears.]** Keep dogs from touching others by keeping your dog from touching the front of other dogs' kennels **[Video displays image of an Animal Care Associate walking a sheltered dog positioning the dog away from the fronts of kennels.]**, by checking for other dogs before entering and exiting the shelter **[Video displays images of an Animal Care Associate peeking out and into the shelter for other dogs at the kennel exit door.]**, and by giving other dogs lots of room when passing them outside to keep the dogs from touching.

If two dogs are staying in one kennel, DO NOT try to walk them alone! **[Video displays an image of two dogs housed in one kennel.]** New volunteers should walk only one dog at a time, and only those dogs that live alone. As you become more experienced, you can ask a shelter staff

member or another volunteer to help walk dogs living together. Dogs that live in the same kennel can go into the same yard, but we recommend you take the dogs to different yards. These dogs benefit from some time alone with volunteers to learn skills and socialize with people.

You'll also want to protect visitors and other people in the shelter by keeping the dog from jumping on people. Remember to take dogs through the kennel exit door, NOT through the lobby. Give visitors lots of room when walking sheltered dogs to minimize the dog's opportunity to jump on people. But if you can't provide lots of space, put yourself between the dog and the visitor to keep your dog from jumping on other people.

Be sure to close all doors and gates behind yourself. **[Video displays images of the kennel exit gate. Sign reads "Please Close & Latch Gate Every Time. Thank You."]** Closing doors and gates keeps dogs safe by preventing dogs from getting out of the shelter. Closing gates outside, even when the yards are empty, can even give the dog an extra opportunity to learn how to walk through gates using good behavior. Encouraging good behavior will be discussed in more detail in the next segment of the video.

Finally, if your dog uses the bathroom outside, take a moment to clean up any solid waste they leave behind. There are poop bags and waste bins in each yard and located around the shelter to help. Not only does this minimize the spread of illness between dogs, it ALSO makes the shelter a much better place to volunteer! If the dog's poop is too loose to pick up, tell a staff member. Diarrhea is a symptom of illness in sheltered dogs.

This section of the training video is now complete. Be sure that you've completed all the questions in your training study guide, and when you're ready, move on to the next section of the training video. **[Video displays image of the shelter exterior, displaying the name of the animal shelter prominently.]**

Video-Based Training – Part 4

Goal 4: Teaching Good Behavior

Adopters really notice the behavior of sheltered dogs, and that's one criteria they use when deciding whether to adopt a dog. Inappropriate behaviors can be a deal-breaker for some adopters, and may prevent dogs from finding a forever home. You can help dogs at the --- Humane Society find a home by teaching good behavior and training simple skills. The focus of this section of the video will be to teach you how to safely decrease problem behavior and increase good behavior.

When teaching dogs, it's important to remember that every behavior a dog does happens for a reason. **[Video displays images of a puppy pulling on a leash and a large dog standing with paws on a person's shoulders.]** Dogs have learned to use bad behavior like leash pulling or jumping because it has paid off for the dog – they have gotten something they want in the past

when they do those behaviors. The --- Humane Society never recommends using training techniques that might hurt or scare dogs to change their behavior, such as shock collars, choke chains, or yelling at the dog. Instead, safely and humanely discourage unwanted behavior by making sure that the unwanted behavior doesn't pay off anymore. For instance, if a dog is jumping, he may be doing it for attention. You can decrease the jumping by withholding attention and completely ignoring the dog for a few seconds each time he jumps on people.

It's not enough to tell the dog what they shouldn't do or make sure we don't reward their behavior. We also need to teach the dog what we want them to do instead by rewarding a good behavior that will replace unwanted behavior. In fact, you should focus on increasing good behavior and ignore bad behavior. Providing lots of praise, petting, and treats for good behavior will improve the dog's relationship with people and make them want to spend more time around people. Rewarding good behavior also teaches the dog skills that will help them be adopted.

The most common problem behaviors we see in shelter dogs are jumping on people, nipping, and pulling on leashes during walks.

Jumping and nipping are easy behaviors to teach. These behaviors tend to be play behaviors, and dogs often learn to do them when they're puppies. People give lots of attention and play with dogs when they're jumping and nipping as puppies, but don't know how to handle the behavior when the dogs get bigger or the behavior becomes more severe. **[Video displays images of a dog standing with paws on a person's chest and a small dog with their mouth on a person's arm.]** Most often, the dog jumps or nips for attention or food. Whenever jumping or nipping/mouthing occur, ignore the dog completely for three to five seconds after each time they jump or try to mouth or nip you. You also have to be sure the dog is learning how to get attention for being good, so provide lots of praise and petting any time the dog is being good, such as when they have all four paws on the floor, or when they're playing with you and not putting their mouth or teeth on you.

Dogs that pull on leash often do it because they're trying to get someplace they'd like to go quickly. **[Video displays image of a large dog running at full speed. The person behind the dog is stretched with arms out in front of them holding the leash.]** In the shelter, dogs pull on the leash to get to the yard to play. Decreasing leash pulling is simple, but takes time and patience. Each time the dog pulls on the leash, stop and tell the dog "wait." Wait until the dog becomes calm, then wait another two or three seconds. Praise the dog for good waiting and then begin walking again. This approach takes time, but the dog will eventually learn that pulling on the leash actually makes it take MORE time to get to the yard than by walking calmly. You can help the dog learn to walk calmly on the leash faster by praising the dog every three to five seconds when they're walking calmly on the leash.

In the following video, watch as the volunteer teaches the dog to walk calmly on the leash.

[Video clip shows a student volunteer walking a large white dog. Captions: When dog pulls on leash, volunteer stops and tells dog to “wait.” / Wait until dog is calm, then wait a second or two more. / Praise, then proceed. / Do this each time the dog pulls. / Do this each time the dog pulls. / Be patient and consistent!]

You can also help the dog learn other desirable behaviors, including waiting at doors and gates, using the bathroom outside, simple tricks like “sit” “shake” “lay down” or coming back when called. You can also teach other skills, like playing with toys and people, or spend time teaching the dog to enjoy being groomed.

Let’s start by learning how to teach the dog to wait calmly when moving through doors and gates. Rushing through gates increase the chances that a dog will get out of their home after being adopted, which could result in the chance that they’ll lose their home. Dogs that rush through gates often do it because they’ve never learned how to wait. Teach the dogs how to wait at gates using a four step procedure.

First, approach the gate and stop. Next, tell the dog to wait. Third, open the door or gate. This gives the dog an opportunity to try walking ahead without you. If the dog tries to move forward without you, pull the dog back and tell the dog to wait again, just as you would do if they were pulling on the leash during the walk. When the dog waits and isn’t trying put walk through the gate, praise the dog and give them permission to go through the gate. Walk through the gate human-first – meaning you should lead the walk through the gate.

Remember these four steps like this. First, STOP. Then Prompt the dog to wait. Next, wait at the gate and open it, giving the dog an opportunity to go without you. Only when the dog is calm should you go. This will teach the dog that they can only move through doors and gates when people give them permission to do so. You can practice the skill at all shelter doors and gates. Skip the first door in the dog adopt area when teaching this skill, as trying to stop at this door will stress all the dogs in the shelter. This will just increase the likelihood that your dog will touch another dog in the kennel and be difficult to handle. **[Video displays image of interior shelter map and an image of the door to skip. Video callout fades image to highlight the door to skip. Another video callout fades image to highlight a dog in a kennel near the kennel exit door.]**

In the following video, watch as the volunteer uses the gate procedure to teach the dog to wait.

[Video clip shows a student volunteer back to the kennel. Captions: Stop at gate. Prompt dog to “wait.” / Open the gate, waiting to give the dog an opportunity to go ahead without you. / When dog waits, praise the dog. / Move through the gate human first. / Shut door or gate behind you.]

Potty-training is one of the most important behaviors that new adopters want from their dog, and you can help teach dogs to potty outside. If the dog uses the bathroom outside, provide lots of

praise and petting and attention. If the dog poops outside, remember to clean this up to prevent the spread of germs in the shelter.

[Video clip shows a student volunteer walking a large white dog. The dog moves onto a grassy patch and squats to urinate. Captions: Praise the dog for pottying outside. / You can also provide treats and/or petting.]

You can also help the dog learn other desirable behaviors by teaching simple tricks or basic obedience skills. During your time in the exercise yards, try to teach some simple skills like recall (or coming back when you call the dog). You can also teach other simple tricks like “sit”, “shake”, or “lay down.” You can also spend time teaching the dog how to play appropriately by running or playing with toys, or spend some time grooming or petting the dog in the yard. All of these will help the dog learn how to behave appropriately with people, and will help the dog find a home.

In the following video, watch as the volunteer teaches the dog during her time in the yard.

[Video clip shows a student volunteer in an exercise yard with a large black dog. Student provides training to dog throughout video. Captions: Ignore jumping. / Fetch is a good behavior to try to teach. / This dog (Tracy) is interested in treats. / The volunteer uses treats to teach sit. / Use praise, petting, and treats to reinforce behavior. / Ignore jumping. / The volunteer is putting solid waste in the bin provided. / Teaching “sit” and “down.” / The volunteer provides lots of praise and petting.]

Some behaviors are dangerous, and may need attention from expert trainers. If you the dog you work with is aggressive or bites, continues to jump and nip even after you’ve used the training described in this video, or shows any other behavior that makes you feel uncomfortable, report this to staff right away. The shelter trainer can spend time working with this dog to develop special training to help address these behaviors.

Finally, remember that the --- Humane Society never suggests using any training methods that involve hurting or scaring dogs to change their behavior. If you ever see anyone using these types of training methods, please report them to staff right away. We are all interested in helping sheltered dogs find good homes, but these fear-based training methods are dangerous, inhumane, and ineffective. It is our top priority to protect the health and safety of our sheltered dogs!

This section of the training video is now complete. Be sure that you’ve completed all the questions in your training study guide, and when you’re ready, move on to the next section of the training video. **[Video displays image of the shelter exterior, displaying the name of the animal shelter prominently.]**

Video-Based Training – Part 5

Goal 5: Walk Preparation

Like with most things in life, handling dogs safely and effectively is all about preparation. This section of the video will show you how to prepare to handle sheltered dogs.

Preparing for the walk and collecting all the supplies you'll need before looking at the dogs creates a better walk experience. Being prepared helps you dedicate your full attention to the dog and teaching them good behavior during the walk. Having your full attention on the dog means that you're less likely to reward inappropriate behavior during your walk. And having your full attention on the dog and being prepared to respond in unexpected events makes you and the dog much safer.

Before your first shift at the shelter, tour the shelter and learn the location of all the supplies you'll need during your walk. Look around and find the different areas, both inside and outside the shelter. Inside the shelter, find the main lobby area, the dog adopt and dog holding areas, the dog walking supplies area, and the kennel exit door. **[Video displays interior map of the shelter. Video callouts circle each area as they're mentioned in the video.]** Near the kennel exit door, look at all of the different supplies you'll need to walk the dog and the information located in this area. **[Video displays an image of the dog walking supplies area.]** Outside the shelter, find the exercise yards described earlier in the video. **[Video displays the exterior shelter map. Video labels all six exercise yards.]**

Next, we recommend you practice walking from the kennel area to the exercise yard without a dog. **[Video displays the exterior shelter map. Callout arrows show movement from the kennel area to an exercise yard to highlight where to go.]** This will help you know what to expect, and you'll know where to take the dog before you even try to walk them. Review all signs and all information in the shelter. It's easy to miss these signs if you're trying to walk the dog. Reviewing this information before walking the dog will make you better prepared and safer during your time volunteering.

When working with sheltered dogs, you'll start every shift by signing in in the lobby. More information about how to sign in for volunteering is included in your information packet. Be sure to also pick up a name tag from the front desk.

In the following video, watch as the volunteer signs in at the start of her shift.

[Video clip shows a student volunteer entering the shelter and signing in. Captions: Sign into the volunteer log. See the instructions in your packet for more information. / Wear a volunteer name tag!]

Next, collect all the supplies you'll need for your walk from the dog walking supplies area. Start by sanitizing your hands – this helps minimize the spread of germs throughout the shelter. Next, collect some treats, a clean toy, a clean leash, a clothespin, and a bag in case your dog goes potty

before you reach the yard. While in this area, also review the volunteer information board. **[Video displays interior map of the shelter. Video callouts circle each area as they're mentioned in the video.]** This board includes important information about the dogs in the shelter and can also tell you which staff are working in case you have any questions. **[Video fades to an image of the volunteer information board.]**

In the following video, watch as the volunteer collects materials from the Dog Walking Supplies Area.

[Video clip shows a student volunteer entering the Dog Adopt and Dog Walking Supplies Areas and collecting supplies. Captions: Sanitize hands. / Leash / Treat bag and treats / Poop Bag / Clothes Pin / toy / Review Information Board]

Next, look at the dogs available in the dog adopt area and choose the right dog for you. When you begin volunteering, we recommend choose a dog that is calm and relatively small. Read the information on the front of the dog's kennel before touching any animals. **[Video displays an image of the student volunteer reading a kennel information card.]**

Every animal in the shelter will have an information card on their kennel, such as what you see here. **[Video displays an image of a kennel door with a clip board and information card. During the next section of the video, on-screen samples of cage cards appear over the information card as the cards are described in the video.]** There may also be special cards on the kennel, and you should check for these first. For example,

A red card is a very serious card. This means stop – do not handle this dog. This may include a warning that the dog cannot be walked (such as this card). This could be due to a health or behavior concern that have to be reviewed by staff.

You may also see this card if the dog came to the shelter as a stray or lost dog. Volunteers cannot handle stray dogs because the shelter does not have guardianship of these dogs. We cannot assess the temperament of stray dogs, and can't be sure that they're safe to work with.

You will see orange cards on the front of puppy kennels. At the --- Humane Society, puppies under six months do not go outside to the exercise yards. These dogs cannot be exposed to germs from older dogs because they have weak immune systems and they may become ill if taken outside. Instead, we recommend puppies stay inside their kennels or in special puppy play areas. Ask staff for more information.

If you see this purple card, the trainer at the shelter has not yet assessed the dog inside the kennel and we don't know much about the dog. DO NOT walk this dog. We don't know if the dog is safe to be handled by shelter volunteers.

These are not the only signs you may see on kennels in the shelter. Be sure to always look at that kennel information each time you volunteer – even if you’re familiar with the dog you’re walking. Ask staff if you have any questions about the kennel signs! **[Video callout text box reads: “It’s better to be safe than sorry! If you have any questions about signs, ask a shelter staff member.”]**

If there are no special cards on the dog’s kennel, review the dog’s information sheet. This sheet includes the dog’s name and availability, two vital pieces of information when working with dogs. **[Video displays the top of a kennel information card with name and availability highlighted.]**

Choose a dog that is “available” – this means that the dog has had all their necessary medical exams and tests. This humane society has guardianship for this dog, and volunteers can walk this animal. If the card says anything OTHER than available, do not handle that dog. Ask staff if you have any questions about the dog’s status. **[Video switches from a dog who is labeled as “available” to a dog who is labeled as “Unavailable – Pending SAFER.” Second dog’s status is highlighted in red to indicate serious nature of availability.]**

Learn the dog’s name. Knowing the dog’s name will help teach the dog to come when called, and is important so you put the dog back in the right kennel when the walk is over. **[Video switches back to first (available) dog. Name is highlighted.]**

Also want to look at the dog’s weight to help choose a dog of a size and energy level that you can control. When you begin volunteering, start with dogs that weight fifty pounds or less and work your way up to larger, more energetic dog as you gain experience. **[Video highlights dog’s weight on kennel information card.]**

Finally, look to see if the dog has any clothespins on their card. At the shelter, we leave a clothespin on the kennel card to show others that a dog has been walked. Our goal is to get all dogs out every day, so try to take out dogs that haven’t gone outside. When you first begin volunteering, it’s better for you to take out small, calm dogs, even if they’ve already been walked.

Be careful to sanitize between each and every dog. Even if you only touch them for a moment, sanitize your hands so you’re not spreading germs between sheltered dogs.

In review, you’ll prepare for every shift first by signing in at the main lobby desk and getting a name tag. Next, you’ll collect all the supplies you’ll need to handle dogs. Remember to start by sanitizing your hands, as this can help prevent the spread of germs at the shelter. Next, collect a leash, toys, treats, poop bag, and clothes pin.

Next, choose a dog. When you begin, start by walking small, calm dogs. Review their kennel information. Be sure that the dog has no special kennel cards that forbid you from walking them,

and the dog MUST be available. Don't forget to learn the dog's name – this will help with training the dog.

Finally, remember to wash or sanitize your hands often, especially if you're touching more than one kennel.

In the following video, watch as the volunteer collects materials from the Dog Walking Supplies Area.

[Video clip shows a student volunteer returning to the Dog Adopt area and reviewing kennel cards. Captions: Look for dogs with no “special” cards. / Find a dog who is “available.” / Review: Name, availability. / Check weight: choose a small dog. / A clothes pin shows other this dog has been walked.]

This section of the training video is now complete. Be sure that you've completed all the questions in your training study guide, and when you're ready, move on to the next section of the training video. **[Video displays image of the shelter exterior, displaying the name of the animal shelter prominently.]**

Video-Based Training – Part 6

Goal 6: Safe Dog Handling

Now that you've signed in, collected your supplies, and chosen a dog, you're ready to leash the dog! Leashing is an advanced skill, so don't be discouraged if you struggle at first. Practice makes perfect!

There are two basic steps to leashing – assembling the leash, and leashing the dog.

First, be prepared with the leash before opening the kennel. This means that your hands should be completely free. All toys and treats should be tucked away in your pocket. The only thing you should have in your hands when trying to leash the dog is the leash itself. Next, be sure the leash is correctly assembled. The leashes used in the shelter are slip leashes, and are assembled by putting the wrist loop through the ring, and pulling. This will create an adjustable loop that goes around the dog's neck. **[Video displays images of the slip leash in three states of assembly.]** Once the leash is correctly assembled, put the leash around your right wrist, like you see here. Do not try to hold the leash like you see here. Notice how the volunteer is NOT holding the leash very well. If the dog tries to pull away, they could easily get free of the volunteer. **[Video displays images of leash held correctly and incorrectly.]**

Next, be sure that you're ready to leash the dog before opening the kennel. That means the leash should be around your wrist and that adjustable loop should be large enough to easily fit over the dog's head. When you're ready to leash the dog, use your left hand to hold the kennel door

closed and use your right leg to block the dog in the kennel. Use your right hand to put the loop of the leash around the dog's neck. As soon as you have the leash around the dog's neck, pull the leash up to tighten – sort of like lassoing the dog.

DO NOT let the dog outside of the kennel until you have the dog safely on the leash. If the dog is trying to get out, use your right leg to keep them in the kennel. Be careful. If you need to close the kennel, be sure you're not closing the door on the dog's paws.

In the following video, watch as the volunteer correctly leashes and removes the dog from its kennel.

[Video clip shows a student volunteer reviewing kennel information card, then leashing a dog. Captions: Review kennel information. / Place the clothes pin to show others you've walked this dog. / Assemble leash. Hands free – only holding leash. / Wrist loop around right wrist. Dog loop larger than dog's head. / Left hand holds door. Right leg blocks door. Right hand leashes dog. / Keep dog close – do not allow her to touch others in the kennel.]

Unfortunately, not every dog in the humane society is going to be easy to handle. If you're having difficulty getting the dog on-leash, like the dog you see here, consider choosing a different dog.

[Video clip shows a student volunteer attempting leash a dog who repeatedly jumps on the kennel door.]

First, the dog won't be any easier to walk outside, so this might be a warning that the dog you're trying to work with is too energetic or too challenging for your skill level. Second, it's very important not to reward bad behavior like being difficult to leash by taking the dog outside to play. Most importantly, at any time if you're not completely comfortable handling that dog, return them to their kennel. Your number one priority is your safety, and you should trust your instincts when working with sheltered dogs.

Once you have the dog on the leash, you're ready to exit the kennel. Keep your dog from touching other kennelled dogs in one of two ways. When possible, position the dog so they're on the side farther away from the other dogs, like you see here. **[Video image shows Animal Care Associate walking a dog down a one-sided kennel row with dog positioned on the side away from kennels.]** If you're working in a row where there are dogs on both sides, tighten up on the leash and keep the dog close to your body, like you see here. **[Video image shows Animal Care Associate walking a dog down a two-sided kennel row with dog positioned close to their body.]**

Exit the kennel briskly to keep your dog and other dogs in the shelter from becoming too anxious. Exit the kennel only through the kennel exit door. Do not take your dog through the lobby.

In the following video, watch as the volunteer correctly exits the kennel area.

[Video clip shows a student volunteer exiting Dog Adopt area. Captions: Position dog on side away from other dogs. / Prevent jumping on visitors. / Walk briskly, but do not run. Use kennel exit door.]

When exiting the shelter, use the four step procedure (STOP, PROMPT, WAIT, and GO) to teach the dog to wait calmly at all doors and gates. When you're exiting the shelter, watch for other dogs that may be coming back into the shelter at the same time. Do not allow dogs who don't live together to touch one another.

You can use the side yard immediately outside the kennel door to let the dog use the bathroom or readjust their leash. Stopping here to let the dog potty is a great way to encourage the dog to be calm when walking. However, do NOT let the dog off the leash in this side yard. This is not an exercise yard and letting dogs off-leash here will put them at risk for injury from other dogs.

[Video image shows exterior map of shelter. Side yard is highlight with a note that reads "NOT an exercise yard."]

Watch as the volunteer correctly exits the kennel area with the dog.

[Video clip shows a student volunteer exiting Dog Adopt area. Captions: Do not teach at this door. At this door, teach "stop, Prompt, Wait, Go." / Check for other dogs before moving forward. / Human-first walk: YOU lead the dog through the door, not the dog. / Stop in side yard briefly (no more than 10-15 seconds) to potty. / At this gate, teach "Stop, Prompt, Wait, Go." / Close all doors and gates for safety.]

When walking out to the exercise yard, remember to take the dog along the sidewalk or grassy area across the parking lot. **[Video image shows exterior map of shelter. Callouts display arrows highlighting where to walk dogs.]** The shelter is very busy, and this may put both you and the dog in danger. **[Video image shows exterior map of shelter. Callout displays red X over parking lot area.]**

Remember to give lots of space to visitors and volunteers walking other dogs. This will minimize the chance that the dog jumps on people, or that dogs who don't know one another come into contact with each other.

If the dog uses the bathroom outside, be sure to clean up any solid waste left behind. There are waste bags and bins in each yard to help with clean up.

In the following video, watch as the volunteers provide space to visitors and other dogs.

[Video clip shows volunteers providing distance to one another when walking outside. Caption: The approaching volunteers turn to give others room.]

Encourage the dog to walk calmly by waiting when the dog pulls, and provide lots of praise for good leash walking. Use two hands when walking sheltered dogs. One hand should have the loop

of the leash around the wrist, while the other hand is holding the leash nearer the dog and controlling leash tension. The leash should be taut, but not tight enough to hurt the dog. **[Video image shows a person holding the leash of a sheltered dog. Video callouts highlight their hands when mentioned in the narration.]**

In the following video, watch as the volunteer teaches the dog to walk calmly on the leash.

[Video clip shows a student volunteer walking from the kennel exit gate to the exercise yard. Captions: Walk at a slow, leisurely pace. / Wait each time the dog pulls. Prompt (tell the dog to wait. / Give praise and continue when she waits. / Teach each time the dog pulls. / Praise good walking – this will help the dog learn faster!]

As a new volunteer, we ask that you keep dogs on shelter property at all times. While many dogs would benefit from a long walk around the neighborhood, taking dogs off-property requires special information and preparation by shelter staff. Never take dogs off-site unless you have the permission of shelter staff. If all of the yards are full, walk your dog around shelter property until a yard becomes available.

Choose the right size yard for your dog. Very small dogs (those under 25 pounds) go into the Little Dogwood yard. All other dogs go into one of the five large yards. **[Video image shows exterior map, with exercise yards indicated with callouts as mentioned in narration.]**

The LHS uses a double-gate system in all of its large exercise yards. This design means you will enter the yard by passing through two separate gates. These two gates help reduce the number of dogs who get loose due to leash error, helps protect visitors entering and exiting the yard, and are two additional opportunities for you to teach the dog how to wait calmly at gates! **[Video image shows exterior map, with exercise yards indicated with callouts as mentioned in narration.]**

In the following video, watch as the volunteer correctly uses the double-gate system.

[Video clip shows a student volunteer walking into an exercise yard through the double-gate system. Captions: This dog is over 25 pounds – choose a large exercise yard! / Yard gates are open. The volunteer closes them before teaching. / Stop – Prompt – Wait – Go / Lots of praise!! / Yard gates are open. The volunteer closes them before teaching. / Stop – Prompt – Wait – Go / Lots of praise!! /]

Make the most of your yard-time by continuing to teach important skills. First, walk the dog around the yard on-leash. Remove the leash only when the dog is calm. This teaches the dog that they need to be calm when entering the yard, and this creates a great first impression for adopters.

Let the dog use the bathroom and play for a few minutes before doing any training. After a few minutes of free play, use the rest of your yard time to teach good skills. Target skills like recall,

or asking the dog to return to you when called. You can also teach tricks like sit or shake. You might teach social skills like fetch or frisbee.

Teaching simple skills helps improve how potential adopters view the dog and increases the likelihood that these dogs will be adopted. Simple skills training also give dogs a way to get attention from people for appropriate behavior. Dogs without appropriate skills often resort to undesirable behavior like jumping for attention.

In the following video, watch as the volunteer teaches the dog during her time in the yard.

[Video clip shows a student volunteer in an exercise yard with a large black dog. Student provides training to dog throughout video. Captions: This portion of video accelerated. Walk dog around on leash until calm. / Let he dog use the bathroom and run approximately 2-3 minutes, then teach. / Volunteer has cleaned up solid waste (in bag). / Teaching sit. / Reward with praise, treats, and petting. Providing lots of petting to teach the dog to accept grooming and attention. / Volunteer does NOT reward (or respond) to jumping. / Place waste in bin provided. / Volunteer teaches down. (Dog doesn't know this skill yet.) / Provide lots of praise and petting for good behavior.]

Don't stop encouraging good behavior on your walk back to the shelter. Continue teaching the dog to stop at all doors and gates and to walk calmly on the leash. Be sure to provide space to all visitors and other dogs to minimize injury and the spread of illness, and clean up any solid waste.

In the following video, watch as the volunteer and dog walk back to the shelter. Notice that the volunteer encourages all the same good behaviors during this walk as she did on the way out of the shelter.

[Video clip shows a student volunteer walking the dog back to the shelter. Captions: Two-hand leash control. / Teach "wait" at all gates. Stop – Prompt – Wait – Go / Lots of praise!! / Close all doors and gates. / Teach "wait" at all gates. Stop – Prompt – Wait – Go / Lots of praise!! / Close all doors and gates. / Praise good walking. / Praise good walking. / Teach "wait" when dog pulls. / Give space to others – keep dog from jumping on people. / Lots of praise!! / Teach "wait" at all gates. Stop – Prompt – Wait – Go / Close all doors and gates.]

When returning the dog to the kennel, be sure to stop at the kennel exit door. Check inside the door for any other dogs coming out to prevent contact between your dog and other shelter dogs. Remember to teach the dog to stop and wait at this door!

In the following video, watch as the volunteer enters the shelter through the kennel exit door.

[Video clip shows a student volunteer returning to kennel. Captions: Teach "wait" at kennel exit door. / Check for other dogs before going inside.]

Next, return the dog to their kennel. Double-check the name on the door to be sure you're putting the dog away in the correct kennel. Give the dog a treat when unleashing. This helps distract the dog, which makes removing the leash easier.

In the following video, watch as the volunteer correctly returns the dog to the kennel.

[Video clip shows a student volunteer returning the dog to their kennel after walking through the Dog Adopt Area. Captions: Keep the dog from touching other kenneled dogs. / Check the name on the kennel! / Get a treat ready to give the dog. / Give the dog a treat – this make unleashing easier! / LEAVE the clothes pin on the kennel card to show others you walked the dog.]

Report any unusual symptoms or behavior to the shelter staff. Return your supplies to the dog walking supplies area and sanitize your hands. Be sure to place any dirty toys and leashes into the bin so they can be washed by staff. If you'll be walking more dogs, collect fresh supplies for the next dog.

If you've finished for the day, check your pockets to be sure that you've returned all shelter equipment. Finish by signing out.

In the following video, watch as the volunteer finishes her walk.

[Video clip shows a student volunteer returning supplies and signing out. Captions: Put all dirty supplies into the bin so they can be washed. / Return all other equipment to the Dog Walking Supplies Area / Sanitize hands for safety. Sign out. Return name tag.]

Goal 7: Preparing for the Unexpected

Of course, the --- Humane Society is no stranger to surprises! This section of the video is designed to help you know what to do when the unexpected happens during your volunteering shift.

Chances are good that a dog will get away from you in the kennel area at some point in your volunteering. If they do, don't panic. Close the exterior door to the shelter, and ask a staff member to help you get the dog back.

If a dog gets away from you outside the kennel area, this is much more serious. Don't panic, and don't chase the dog. This only encourages the dog to run away, which may result in injury or permanent loss of the dog. It's very important that you run to the main lobby and ask them to help you find a staff member to get the dog back right away.

If you ever see a dog fight, never attempt to reach between the two dogs and break them up. This can cause injury to both you and the dogs. If the two dogs are on leashes, pull the dogs apart, and

let staff know about the fight. If the dogs are off-leash, immediately run and find a staff member to help you.

If the dog appears to be ill (for example, sneezing, coughing, diarrhea, vomiting) return to the dog to their kennel and report those symptoms to staff right away. This dog might need medical care.

If a dog seems to be injured but can still walk, return the dog to their kennel and report the injury to staff right away. If a dog is injured and cannot move, ask a visitor or another volunteer to bring a staff member. If there are no visitors nearby, run to the main lobby and ask staff for assistance.

This section of the training video is now complete. Be sure that you've completed all the questions in your training study guide, and when you're ready, move on to the next section of the training video. **[Video displays image of the shelter exterior, displaying the name of the animal shelter prominently.]**

Video-Based Training – Part 7

Goal 8: Dog Walking – Start to Finish

This last section of video is designed to show you a complete dog walking session from start to finish. To make the most of this video, pay particular attention to the captions. These captions highlight correct performance and provide reminders on how to correctly and safely handle sheltered dogs.

[Video clip shows a start-to-finish dog walking session. Captions: Sign in and get a name tag from the Main Lobby Area. / Sanitize hands for safety! / Collect all supplies (leash, treats, toys, poop bags, and a clothes pin.) / This volunteer is using a treat bag. If none are available, just put treats in your pocket. / Review the information board each time you volunteer! / Read kennel information before touching any animals. / Choose a dog with no special cards, and that is “available” to be handled. / Check the name and availability. Choose a size you can control! / A clothes pin shows others that you walked the dog. / Assemble the leash and place the loop around your right wrist. / Left hand holds the door, right leg blocks the dog, right hand leashes. / Dogs should not leave the kennel until safely on the leash. / Keep your dog from touching other kennelled dogs. / Exit through the kennel exit door. NOT through the lobby. / Don't teach at this door. It will make your dog and other dogs anxious. / Teach waiting at all other doors and gates. Stop – Prompt – Wait – Go. / Check for dogs entering the shelter. / Potty briefly (10-15 seconds) in the side yard. Keep the dog on leash!! / Teach waiting at all doors and gates. / Lots of praise for good behavior!! This helps dogs learn. / Shut all doors and gates behind you for safety. / Walk at

a slow pace. Lots of praise for good walking! / Give space to others. The volunteer places herself between the dog and another person. / Teach good leash manners by stopping and teaching each time the dog pulls. / Two hand leash control. / Wait until the dog is calm before walking. / Choose an appropriate yard for your dog. / Lucy Loo is 40 pounds. Volunteer takes her in the Untree Yard (a large exercise yard.) / Teach at all doors and gates. If these gates are open, close them and teach! / Volunteer walks the dog around the yard until calm. / This teaches the dog to be calm when meeting adopters for the first time! / Lucy uses the bathroom outside. This is very important to adopters! / Lots of praise for good behaviors!! / Clean up any solid waste and place in the bins provided. / Once Lucy is calm, the volunteer starts to remove the leash. However, Lucy isn't calm, so they walk on. / Removing the leash when calm rewards calm behavior! / Use yard time to teach play skills. / Volunteer tries to teach "recall" – getting the dog to come back when called. / Volunteer ignores jumping, teaches "sit" instead. / Praise, petting, and treats for learning skills! / Volunteer teaches (and rewards) "lay down." / Lots of petting is also a good use of yard time. It teaches the dog to enjoy being with people. / Petting is given when Lucy is showing good behavior – laying calmly in the grass. / Reward good behavior when it happens! / Volunteer ignores the jumping. / Volunteer offers the ball, but Lucy is not interested. / That's ok! Some dogs don't like balls! / Don't leave toys in the yard – this can spread germs from Lucy to other dogs. / Good recall! Lots of treats and attention! / Lucy fetches the ball – lots of praise!!! Reward good behavior – trade the ball for a treat!! / Notice how the volunteer is using the dog's name a lot, and pairing it with praise? / This helps Lucy learn her name! / Pair the leash with a treat. This helps make leashing the dog easier ... sometimes! / Walking to the gate is another way to get the dog on leash. / Most dogs will join you at the gate / Pairing the leash with the treat makes leashing easier. / Two hand leash control at all times. / Continue teaching at doors and gates. / Close all gates behind you. / Lots of praise for good behavior! / Praise good walking! / Teach good leash manners. / Teach wait at doors and gates. / Close all doors and gates for safety. / Check for other dogs before entering. / Volunteer uses tighter leash to keep Lucy close when moving through the kennel. / Check the name on the kennel. / Give the dog a treat to make unleashing easier. This also rewards the dog for returning to their kennel. / Leave the clothes pin on the card to show others you walked the dog. / Report any unusual symptoms or behavior to staff. / Place all dirty equipment in the dirty toy bin. / If the bin is missing, place materials on the floor near the supply shelf. / If finished, return all equipment. / Sanitize hands for safety! / Return name tag and sign out. / All done!]

Congratulations! You have finished all sections of the training video. When ready, schedule your first session of volunteering at the --- Humane Society. See your packet for more information. [Video includes an image of shelter staff jumping for joy.]

Appendix W

Training Study Guide

Introduction to Volunteering: Walking and Teaching Dogs

This purpose of this training package is to teach new volunteers how to safely handle sheltered dogs at the Humane Society. After completing this module, you will know what role volunteers play in the lives of sheltered dogs, know the importance of good behavior in shelter environments, and know how to prepare for your first volunteering session.

The questions on the next pages are designed to help you learn how to safely handle shelter dogs. These questions will also identify any places where you may benefit from additional training. Your volunteer training is not complete – and you will not be able to walk dogs– until this Study Guide is completed and returned to the Humane Society. During your first shift, you will work one on one with a shelter trainer, who will give you feedback on how well you're handling sheltered pets. This will make you safer and more effective as a volunteer!

Training Video Outline:

1. Goal 1: Understanding the Role of Volunteer
2. Goal 2: Orientation to the Shelter
 - a. Shelter map (interior)
 - b. Shelter map (exterior)
3. Goal 3: Safety
4. Goal 4: Teaching Good Behavior
 - a. Video: Decreasing Leash Pulling
 - b. Video: Collecting Walking Supplies
 - c. Video: Teaching at Doors and Gates
 - d. Video: Potty Training
 - e. Video: Teaching Skills
5. Goal 5: Walk Preparation
 - a. Video: Starting Shift
 - b. Video: Walk Preparations
 - c. Video: Special Kennel Cards
 - d. Video: Reading Kennel Cards
 - e. Video: Choosing A Dog
6. Goal 6: Safe Dog Handling and Goal 7: The Unexpected
 - a. Video: Leashing the Dog
 - b. Video: Exiting the Kennel Area
 - c. Video: Exiting the Shelter
 - d. Video: Teaching at Doors and Gates
 - e. Video: Walking to the Exercise Yard
 - f. Video: Teaching Skills
 - g. Video: Returning to the Shelter
 - h. Video: Kenneling the Dog
 - i. Video: Finishing Your Shift
7. Goal 8: Dog Walking – Start to Finish

Use the training videos to answer the following questions!

Goal 1: Understanding the Role of Volunteer

8. When finished with this training:
 - a. Return your complete study guide to the --- Humane Society
 - b. Tour the shelter
 - c. Work one-on-one with a _____, who will give you feedback
9. TRUE or FALSE: This training video is only the beginning of volunteer training.
10. Training helps improve the _____ and consistency of volunteers.
11. TRUE or FALSE: Volunteers who own dogs have all the experience they need to volunteer at the --- Humane Society.
12. Who spends the **most** time working with sheltered dogs at the --- Humane Society?
13. Choose the best answer: Good behavior helps dogs in a number of ways. Which of the following is **NOT** one of them?
 - a. Training gives dogs skills to get attention and affection without using problem behavior
 - b. Dogs with good behavior get more exercise
 - c. Dogs with good behavior are less likely to be adopted
 - d. Dogs with good behavior are less likely to be returned to the shelter
14. Good behavior helps sheltered dogs _____ and _____ in their forever homes.

Goal 2: Orientation to the Shelter

15. When you start volunteering, you should walk dogs from what area?
 - a. Healthy Dog Hold
 - b. Dog Adopt
 - c. Purr-adise
 - d. Dog TLC
16. TRUE or FALSE: Volunteers should walk lots of stray dogs. Stray dogs can't be adopted, so volunteers have to help them get exercise.
17. If you would like to work with animals in areas where volunteers can't go without staff, tell a staff member. Which of the following will you need?

- a. Proper clothing
- b. A name tag
- c. A rabies vaccination
- d. Training

18. How many large yards are located outside? _____

19. Dogs using the Little Dogwood yard _____ pounds or smaller.

20. TRUE or FALSE: The yard just outside the kennel exit door is an exercise yard. It's safe to let the dog off-leash in this area.

Goal 3: Safety

21. What two clothing items are REQUIRED to volunteer at the --- Humane Society?

22. Two basic hygiene practices include sanitizing hands between dogs and using fresh supplies for each dog. What two items should you NEVER re-use between animals?

23. TRUE or FALSE: it's safe to let dogs use balls found in the yard. You should leave these in the yard so other volunteers can use them.

24. If you're ever uncomfortable, what should you do?

- a. Return the dog to their kennel
- b. Ask another volunteer to walk the dog
- c. Cry
- d. Call the shelter and tell them the dog can't be adopted

25. Short Answer: What does the expression "dogs that don't stay together don't play together" mean?

26. Keep dogs from touching by:

- Keep dogs from touching the front of other dogs' _____
- Checking for other dogs when entering and exiting the shelter
- Give other dogs and volunteers lots of space when walking

27. TRUE or FALSE: You should never walk two dogs at the same time.

28. Which of the following is true:

- a. You should close all doors, but not all gates.
- b. You should close all doors and gates.

- c. You should close only gates, but not doors.
- d. You should leave gates and doors that are open alone – they’re open for a reason!

Goal 4: Teaching Good Behavior

29. TRUE or FALSE: Because good behavior is so important, it is sometimes necessary to use intrusive training methods such as shock collars and choke chains.
30. Which of the following is NOT a reason why dogs have bad behavior:
 - a. Someone taught them to act that way.
 - b. The behavior pays off – it results in a reward for the dog.
 - c. Dogs are jerks sometimes.
 - d. The dog doesn’t know any better.
31. Which of the following problem behaviors should you IGNORE?
 - a. Leash pulling
 - b. Aggression
 - c. Jumping or nipping
32. TRUE or FALSE: Ignoring bad behavior is enough to decrease it. Praise is unnecessary.
33. How can you safely decrease leash pulling?
 - a. Hit the dog when they pull.
 - b. Stop when the dog pulls. Only move forward when the dog is calm.
 - c. Return the dog to their kennel when they pull.
34. The video identified five good behaviors to teach the dog that could help the dog get adopted. Name them:
35. Teaching dogs to wait at doors and gates has four steps: Stop – Prompt - _____ - Go
36. Select the best answer: If a dog is engaging in dangerous behavior, you should...
 - a. Report the behavior to the new adopters so they are prepared for it in the future.
 - b. Don’t work with that dog anymore.
 - c. Report the behavior to another volunteer with more experience so they can fix it.
 - d. Report the behavior to staff so the dog trainer can develop training programs to save the dog’s life.
37. If someone is using fear-based training methods, what should you do?

Goal 5: Walk Preparation

38. Fill-in-the-Blank: Preparing for the walk before looking at any sheltered pets helps create a better walking experience in the following ways:

- a. I can dedicate my full attention to the dog and their _____.
 - b. I am less likely to reward inappropriate behavior.
 - c. The dog and I are _____.
39. Fill-in-the-Blank: Before the first volunteering shift, volunteers should _____ the humane society to learn the location of important items.
40. Fill-in-the-Blank: A clothes pin on the information card of a dog at the --- Humane Society communicates that the dog has received *what* that day?
41. TRUE or FALSE: If the dog is listed as “unavailable,” they’re safe to walk but can’t be adopted.
42. Short Answer: If the information on the front of Mr. Rogers’ kennel says “DO NOT WALK,” how should you handle Mr. Rogers?
43. Select the best answer: It is your first time volunteering and all of the dogs in the shelter have been walked except Rocko, a 150 pound Labrador who is jumping on the door every time you walk past, what should you do?
- a. Take out Rocko. Every dog needs to be walked every day.
 - b. Take out Rocko. His energetic behavior suggests he REALLY needs a walk!
 - c. Take out another dog. Rocko is too energetic for beginning volunteers.
 - d. Go home. The good dogs have already been walked.

Goal 6: Safe Dog Handling

44. TRUE or FALSE: When leashing dogs, your hands should be empty except for the leash.
45. Fill-in-the-Blank: If you’re having difficulty getting the dog on leash, choose a _____ dog. Their behavior may be an indication that they’re too advanced for your skill level and won’t be any easier to handle outside.
46. When exiting the shelter, keep the dog from touching other _____ or people.
47. You should stop briefly in the side yard to let the dog _____, but do not let the dog off-leash in this area.
48. TRUE or FALSE: Volunteers should take energetic dogs for a run around the neighborhood.
49. Clean up all solid _____.
50. Giving the dog a _____ makes unleashing easier.
51. Dirty toys and leashes should go:
- a. In the washing machine in the work room

- b. In the bin near the dog walking supplies
- c. In the yard outside so other volunteers can use them

Goal 7: The Unexpected

52. If anything unusual happens during the shift (like a dog fight or symptoms of illness), who should you tell?
- a. A shelter staff member
 - b. Another volunteer
 - c. A veterinarian
 - d. Your friends on Facebook

Appendix X

Shelter Training Objectives

volunteer STEPS TO WALKING DOGS: STAFF VERSION

- 1 **Sign in to Volgistics** (*using “Demo Volunteer”*)
 - a Introduce yourself, welcome the volunteer
 - b Tell them that they should pay close attention to you and your actions while in the dog area because it will be hard to hear you talk
- 2 **Go to the volunteer area by the volunteer door to show them the board and supplies:**
 - a Attach the treat bag to your belt and put treats in
 - b Put a poop bag in your pocket
 - c Attach a clothespin on your shirt or pocket
 - d Put a tennis ball in your pocket or grab it on the way back out with the dog
 - e Show them where the water and water bowls are in case they ever want to take them outside...tell them they must bring it back in and put in the dirty bin after each dog
 - f Get a leash
- 3 **Choose a dog:***
 - a Look for signs like “Do Not Walk”, “Stray”, “Leash Walk Only”, etc. on the cage
 - b Look at the dog’s cage card for information like name, age, breed, etc.
 - i Physically point to the signs and cage card so the volunteer makes a mental note
 - c Make sure you choose a dog that is size/energy-level appropriate for you (It is okay to walk dogs who have already been walked)
 - d Once you decide on a dog, place the clothespin on its cage card
- 4 **Take the dog out of the cage:**
 - a Make sure your leash is ready (Hold up the leash to show the volunteers)
 - b Make sure you have nothing else in your hands
 - c Wait until the dog is calm and has “4 [paws] on the floor”
 - d Open the cage door, putting one leg inside the kennel to block the dog from escaping
 - e Place the leash around the dog’s neck before letting it exit the cage
 - f Once you are out of the cage, close the cage door behind you
- 5 **Walk the dog out of the building:**
 - a While walking through the shelter (and outside) do not let the dog interact with any other dogs and/or jump on people
 - b Before walking out of the volunteer door (and any gate), wait for the dog to be calm and have “4 on the floor”
- 6 **Let the dog go potty:**
 - a Keeping the dog on leash, allow time for the dog to go potty in the grassy area directly outside of the volunteer door
 - b Make sure you always clean up after the dog defecates (there are poop bags on the fence by the grassy area and in each yard along with animal waste disposal cans)
 - c This is a good time to go over the reminders (below) and talk about why you chose the dog that you did
- 7 **Take the dog to a yard:**

- a Do not allow the dog to pull while on the leash. If the dog is pulling, stop and wait for them to calm down before continuing.
 - b Look in yards before entering to ensure there isn't already a volunteer/staff member with a dog
 - c Make sure to shut both gates behind you
 - d Walk the dog around the yard on the leash
 - e Once the dog has calmed down, remove the leash and let the dog play
- 8 **Take the dog back inside to its cage** (using the same techniques as walking *to* the yard)
 - a Give the dog a treat
- 9 **Put dirty toys, leashes, and bowls in "dirty" basket**
- 10 **Sanitize/wash your hands**
- 11 **Show volunteers the workroom and where the supplies/tub is to bathe dogs**
 - a Tell them they **MUST** speak with an associate before bathing to ensure the dog hasn't recently had surgery, flea treatment, etc.
- 12 **Sign out of Volgistics**

Other Information:

- If volunteers want to do playgroups or help adopters, they should be trained to do so first
 - Management is working on a training program for these tasks

Reminders:

- If all the yards are occupied, volunteers should walk the dog around the property on the leash until a yard becomes available (Do NOT use the Dog TLC yards!)
- The only time dogs can interact with each other is if a staff member says it is okay or if the dogs are in the same cage together
- Do not let dogs share toys, bowls, etc.
- Encourage good behavior by requiring "4 on the floor", "wait at gates", and calm leash manners
- Report any unusual behavior or symptoms of illness to staff
- If volunteers need anything, find an LHS associate in the area or go to the main desk. Remember that there is not only one staff member dedicated to volunteers (there is no "volunteer coordinator"). All the LHS associates are here for volunteers if they need any help or have any questions!

**Make sure your actions are deliberate and slow so the volunteers can see exactly what they are supposed to be doing.*

Appendix Y Fidelity Observation Form

Training-as-Usual / Video-Based Training/ Follow-Up Conditions

1	Researcher provides <u>no instruction</u> OR <u>only</u> general instructions at start of observation
	I will not give instructions or assistance.
	I will only step in for safety.
	If I don't say anything, you're doing fine!
	Do your best without asking questions of the ACAs
2	Participant asked questions about DWEP or Knowledge Assessment (Circle: Yes / No)
	If researcher accurately answers questions about DWEP/KA, score 0. If researcher does not answer
3	DWEP questions, provides indirect answer, score 1. (<i>Exclude instructions to ensure safety!</i>)
	Researcher provides no feedback about steps related to the DWEP/KA (If feedback occurs, score 0.
4	If no feedback, score 1)
	Researcher provides no praise on steps of DWEP/KA during session. (If praise occurs, score 0. If no
5	praise occurs, score 1)
	Researcher provides no praise or general praise at end of session (If specific praise occurs, score 0. If
6	no praise or general praise occurs at end of session, score 1.)
	Researcher assists with DWEP only for safety. If researcher assists ONLY for safety or provides no
7	assistance, score 1. Otherwise, score 0.

Coaching Condition (Before First Observation)

8	Researcher describes changed condition at start of first coaching session.
	If I don't say anything, you're the step correctly!
	I will answer questions if you have them.
	I will step in if you're making an error, and use Open Ended, Verbal, then Modeling prompt.
9	Researcher provides feedback @ start of condition on steps 75% or lower integrity steps in VBT condition
10	Researcher provides rationale for steps above
11	Researcher offers opportunity for questions
12	Researcher answers questions accurately

Coaching Condition (Subsequent Observations)

17	Researcher provides feedback @ start of observation for errors in previous observation
18	Researcher provides rationale for steps above
19	Researcher offered opportunity for questions
20	Researcher answered questions accurately
21	Provides open ended prompt for each error as it occurs
22	Provides verbal prompt for each error that volunteer doesn't self-correct w/ open prompt
23	Provides modeling prompt for each error that volunteer doesn't correct w/ V prompt
24	Provides specific praise at end of observation
25	Provides feedback about steps performed incorrectly at end of session

VITA

NAME OF AUTHOR: Veronica J. Howard

EMAIL: VeronicaHoward@gmail.com

GRADUATE AND UNDERGRADUATE SCHOOLS ATTENDED:

Northern Michigan University, Marquette, MI
University of Kansas, Lawrence, KS

DEGREES AWARDED:

Bachelor of Science in Psychology and Criminal Justice, 2005, Northern Michigan University
Master of Arts in Applied Behavioral Science, 2012, University of Kansas

AWARDS AND HONORS

Forrest J. Files Student Paper Competition winner. (2012, October). Received at the annual meeting of the Mid American Association for Behavior Analysis, Minneapolis, MN.

“Best-in-Show” Poster Award. (2011, October). Received at the annual meeting of the Mid-American Association for Behavior Analysis, Chicago, IL.

First Place. (2012, May). Sigma Xi Research Competition Award – University of Kansas Graduate Student Research Competition.

PROFESSIONAL EXPERIENCE

Behavior Analyst, Community Living Opportunities, Lawrence, KS 2012 – 2013

Instructor, Department of Applied Behavioral Science, University of Kansas, 2011 - 2012

Graduate Teaching Assistant, Department of Applied Behavioral Science, University of Kansas, 2008-2012

Training Consultant, Lawrence Humane Society, 2011-2012

Volunteer Coordinator, Lawrence Humane Society, 2008-2011

PROFESSIONAL CERTIFICATION

Board Certified Behavior Analyst (Certificant No: 1-13-13340), 2013